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ABSTRACT

This curriculum guide provides five instructional units for classroom instruction related to the student organization, Future Business Leaders of America (FBLA). A unit of instruction may consist of some or all of eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Units of instruction are designed for use in more than one lesson or class period of instruction. The five units cover these topics: introduction to FBLA, FBLA activities, parliamentary procedure, becoming a FBLA leader, and giving presentations. (YLB)

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LEARN GROW BECOME

State Department of Vocational and Technical Education Stillwater, Oklahoma

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FBLA: LEARN, GROW, BECOME

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FBLA: LEARN, GROW, BECOME

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FOREWORD

The future of American business lies in the hands of members of Future Business Leaders of America (FBLA). As a FBLA member, a student has the opportunity to demonstrate the business and office skills and leadership skills they obtain in the classroom. FBLA members participate in leadership contests and skills contests competing with other members throughout their state and the nation. FBLA provides members with important employment contacts that are useful while in high school as well as after high school.

The Oklahoma Future Business Leaders of America organization is an integral part of classroom instruction. FBLA was created by teachers of business and office education as a leadership training vehicle for students. FBLA members gain the confidence, the skills and the experience that lead to positive attitudes toward work and toward themselves.

Through participation in FBLA, students gain at least three benefits. First, students have opportunities to develop communication, organization, teamwork, and leadership skills—job skills that employers value as much as (and sometimes even more than) technical skills. Second, through FBLA contests and leadership activities, students are challenged to develop their occupational skills and their leadership skills. Third, FBLA offers many opportunities to make important employer and community contacts.

John Odom,
State FBLA Advisor

Roy Peters, Jr.,
State Director of Vocational
and Technical Education

ACKNOWLEDGEMENTS

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A very special thanks goes out to the staff members of the Curriculum and Instructional Materials Center (C.I.M.C). Sheila Stone, coordinator of curriculum development, provided the support and encouragement necessary to successfully develop the series. Thanks also goes to John Friedemann and Robert Hilley for their added support and encouragement.

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Terrell B. Ogilvie,
Technical Writer
Curriculum and Instructional
Materials Center

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USE OF THIS PUBLICATION

Instructional Units

FBLA: Learn, Grow, Become includes five instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following

A. Amount of material that can be covered in each class period

B. Skills that must be demonstrated

    1. Supplies and equipment needed

    2. Amount of practice needed

    3. Amount of class time needed for demonstrations

C. Supplementary materials, such as pamphlets and videos, that must be ordered

D. Resource people to contact

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective. Since the objectives of the unit provide direction for the teaching/learning process, it is important that teachers and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter record, reiterate, repeat, write

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activites page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are additional teaching aids that support portions of the Information Sheet. Supplements include such activities as games, puzzles and additional information (which is intended to be used as the instructor deems necessary).

Supplements may be photo-copied for classroom use only.

Transparency Masters (white pages)

Transparency masters provide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedures outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each terms if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students demonstrations of the desired skills.

The tests are in the instructor's book only, but may be photo-copied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
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1500 W. Seventh Avenue
Stillwater, Oklahoma 74074

INTRODUCTION TO FUTURE BUSINESS LEADERS OF AMERICA
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to develop skills needed to be an active Future Business Leaders of America (FBLA) member. The student will show this knowledge by completing assignment sheets and the unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with FBLA to their correct definitions.
2. Select from a list essentials to a good organization.
3. Select from a list guidelines for conducting a good meeting.
4. List types of FBLA membership.
5. State the pupose of FBLA.
6. Select from a list the FBLA goals.
7. List the five national regions of FBLA.
8. List six FBLA publications.
9. Name your state's current FBLA officers.
10. Match the symbols in the FBLA emblem to their correct meanings.
11. Label the parts of the official FBLA emblem.
12. Match the official FBLA colors to their correct descriptions.
13. Match items of the official FBLA dress to their correct colors.
14. Recite the FBLA creed.

INTRODUCTION TO FUTURE BUSINESS LEADERS OF AMERICA
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

      1. Supplement #1 — Vocational Student Organization

      2. Transparency masters

         a. TM #1 — Vocational Student Organization Emblems

         b. TM #2 — Vocational Student Organization Emblems (continued)

         c. TM #3 — Future Business Leaders of America Emblem

         d. TM #4 — Phi Beta Lambda Emblem

   C. Information sheet

   D. Test

II. Instructor's guide

   A. Review unit and plan presentation.

   B. Obtain materials to supplement unit.

      1. Book

         FBLA & PBL Handbook. Washington, D.C. Future Business Leaders of America—Phi Beta Lambda, Inc., 1985.

   C. Introduce unit.

      - Explain to students that FBLA is one of seven vocational student organizations available to high school students.
      - Use Supplement #1 and transparencies #1 and #2 to help discuss the other student organizations.
      - Use Transparency #3 to discuss FBLA as an organization for high school students. Explain to students that FBLA began in 1940 with 39 chapters by the end of 1942. In 1969, FBLA had grown to 4,500 chapters and 100,000 members. Today, FBLA has over 10,000 chapters and over 210,000 members.

SUGGESTED ACTIVITIES

- Use Transparency #4 to explain to your students that they may join Phi Beta Lambda when they continue their business education after high school. Remind the students that PBL is a part of FBLA, not a completely different organization.

D. Provide students with objective sheet, and discuss unit and specific objectives.

E. Provide students with information sheets.

F. Discuss information sheets.

1. Use Information Sheet, Section I, to discuss the terms and definitions associated with the FBLA organization.
2. Information sheet, Sections II and III, to discuss the essentials of a good FBLA chapter meeting.
    - Have each student write one characteristic on the board, discuss each and be sure to explain the importance of each characteristic.
    - Invite the local chapter president and secretary to visit with your class and discuss their method of preparing for a chapter meeting.
3. Use Information Sheet, Section IV, to discuss the different types of FBLA membership.
4. Use Information Sheet, Section V, to discuss FBLA's purpose. Supplement this section with the information presented in the national *FBLA-PBL Handbook*.
5. Use Information Sheet, Section VI and the *FBLA/PBL Handbook* to discuss the goals of FBLA.
    - Cover the goals one at a time and discuss the goal carefully.
    - Have your students read the information in the handbook concerning FBLA goals and then have each student (or group chosen by raising hands) go to the chalkboard and writing one goal on the board.
6. Use the map on page 8 of the *FBLA/PBL Handbook* to supplement Information Sheet, Section VII.
7. Supplement Information Sheet, Section VIII with samples of FBLA/PBL publications. Pass the samples around the classroom so that your students have the opportunity to look through each sample.
8. Use Information Sheet, Section XII, to discuss your state's State Officers. You will need to provide the names of the current officers to your students.

SUGGESTED ACTIVITIES

9. Use Information Sheet, Sections X, XI and XII, and Transparency #3 to discuss the FBLA colors and emblem.

   - Show your students the FBLA emblem (Transparency #3) and explain what each part of the emblem and its color.

   - Discuss the FBLA colors and their signficances.

10. Use Information Sheet, Section XIII, to discuss the official FBLA dress.

    - Have two local chapter officers (male and female) visit your class wearing the official dress.

    - Wear your advisor official dress.

    - Show pictures of conferences or meetings where the members are all in official FBLA dress.

11. Use Assignment Sheet #1 and Information Sheet, Section V, to discuss the FBLA pledge and creed

    - Have your students recite the FLBA pledge.

    - Have each student recite the FBLA creed without reading the words.

      (NOTE: Explain to your students that the creed can be easily memorized by learning the creed one paragraph at a time and then combining all six paragraphs.)

    - Discuss the meanings of the creed and motto.

G. Give test.

H. Critique test and discuss in class.

III. Unit references

A. *FBLA/PBL Handbook*. Washington, D.C. Future Business Leaders of America—Phi Beta Lambda, Incorporated, 1985.

B. Patton, Bob, et al. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.

INTRODUCTION TO FUTURE BUSINESS LEADERS OF AMERICA
UNIT I

SUPPLEMENT #1 — VOCATIONAL STUDENT ORGANIZATIONS

A. DECA (Distributive Education Clubs of America)

(NOTE: This is an organization for students who are enrolled or have graduated from marketing and management education.)

B. TSA (Technology Student Association)

(NOTE: This is an organization for students who are enrolled or have graduated from industrial arts education.)

C. FHA-HERO (Future Homemakers of America-Home Economics Related Occupatons)

(NOTE: This is an organization for students who are enrolled in Home Economics programs.)

D. FFA (National FFA Organization)

(NOTE: This is an organization for students who are enrolled in Agricultural Education programs.)

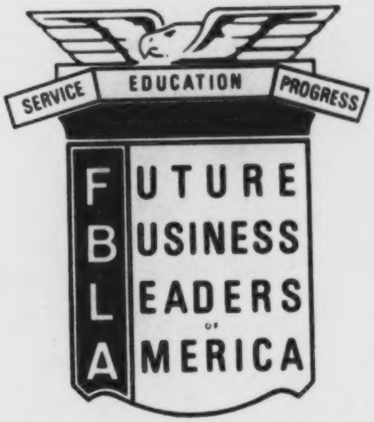
E. HOSA (Health Occupations Students of America)

(NOTE: This is an organization for students enrolled in Health Occupations programs.)

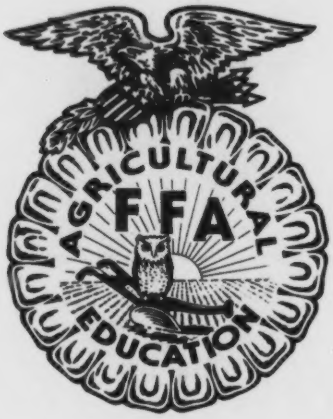
F. VICA (Vocational Industrial Clubs of America)

(NOTE: This is an organization for students enrolled in Trade and Industrial programs.)

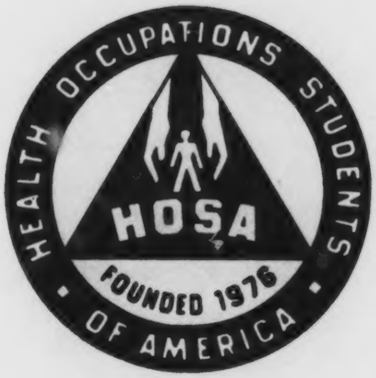
Vocational Student Organization Emblems



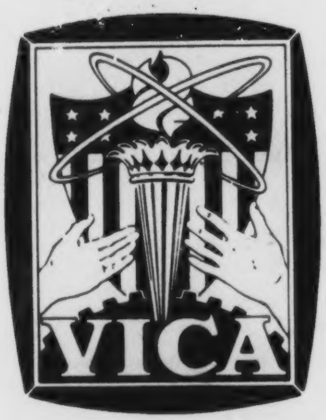
FBLA



FFA


HEALTH OCCUPATIONS STUDENTS OF AMERICA
HOSA
FOUNDED 1976

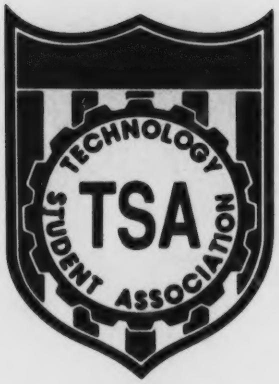
HOSA



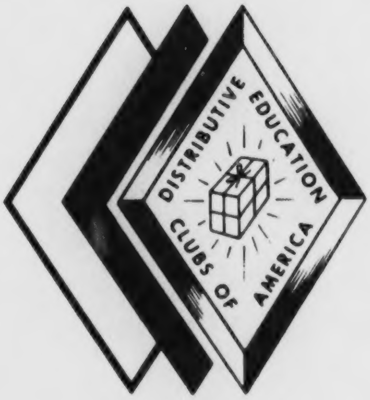
VICA

Vocational Student Organization Emblems

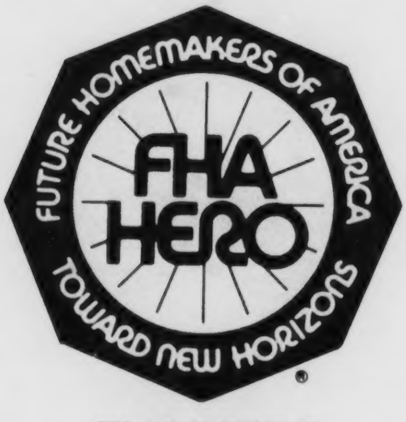
(Continued)



TSA



DECA



FHA/HERO

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INTRODUCTION TO FUTURE BUSINESS LEADERS OF AMERICA
UNIT I

INFORMATION SHEET

I. Terms and definitions associated with FBLA.

  A. Future Business Leaders of America (FBLA) — Student organization for students enrolled in business and office education at the high school level

  B. Phi Beta Lambda — Student organization for students enrolled in business, office or business teacher education courses beyond the high school level

  C. Alumni — Membership standing for former FBLA/PBL members who wish to remain a part of the organization

  D. FBLA Local Advisor — A high school level business teacher in charge of the local FBLA chapter.

II. Essentials of a good organization.

  A. Capable officers and leaders

  B. Responsibility for organizational activities shared by all members

  C. Challenging program of activities

  D. Proper recordkeeping

  E. Well-planned, regularly held meetings

  F. Support from school officials and community leaders

  G. Active member participation in chapter activities

III. Guidelines for conducting good meetings

  A. Have the executive committee plan and practice before the meeting

  (NOTE: It is sugested that an agenda be prepared ahead of time.)

  B. Have the secretary, treasurer, and each committee prepare written and oral reports

  C. Arrange the seating plan so that everyone can see the program

  D. Give the guest speaker some indication of the topic desired and length of the speech

INFORMATION SHEET

E. Have an official greeter to make everyone feel welcome and to prevent interruptions of serious portions of the meeting

EXAMPLE: The greeter may ask members who enter late to wait until after the devotional and flag salute to be seated.

F. Proceed according to the order of business

G. Proceed with minimum participation by the advisor(s)

H. Begin and end on time

I. Involve all members in at least one committee

J. Conduct business according to parliamentary procedure

K. Move the meeting along with "snap" to prevent boredom and wasted time

L. Have all members express appreciation to guests for their attendance

M. Organize plan for clean-up duties

IV. Types of FBLA membership

A. Active

B. Professional

C. Honorary Life

D. National Honorary Life

E. Alumni

V. Purpose of FBLA

To provide the student with additional opportunities to develop vocational and career supportive competencies and to promote civic and personal responsibilities.

VI. FBLA goals

A. Develop competent, aggressive business leadership

B. Strengthen the confidences of students in themselves and their work

C. Create more interest in and understanding of American business enterprise

INFORMATION SHEET

D. Encourage members in the development of individual projects which contribute to the improvement of home, business, and community

E. Develop character, prepare for useful citizenship, and foster patriotism

F. Encourage and practice efficient money management

G. Encourage scholarship and promote school loyalty

H. Assist students in the establishment of occupational goals

I. Facilitate the transition from school to work

VII. FBLA national regions

A. Western

B. Mountain Plains

C. North Central

D. Southern

E. Eastern

VIII. FBLA national publications

A. *Tomorrow's Business Leader*

B. *Hotline*

C. *The Graduate Record*

D. *National Leadership Conference Guide*

E. *National Leadership Conference Wrap Up*

F. *Annual Report*

G. *National Directory*

H. *Alumni National Directory and Manual*

I. *National Awards Guide*

IX. Current State FBLA officers

A. President — ____________________

B. Vice-President — ____________________

INFORMATION SHEET

C. Secretary — ______________________________

D. Treasurer — ______________________________

E. Historian — ______________________________

F. Reporter — ______________________________

G. Parliamentarian — ______________________________

X. Parts of the FBLA emblem

A. Eagle — Belief in democracy, liberty, and the American way of life.

B. "Service" — Denotes the idea that every individual should be interested in and take responsibility for promoting better social, political, community and family life.

C. "Education" — Symbolic of the idea that education is the right of every individual in America.

D. "Progress" — Represents the challenge of tomorrow which depends upon mutual understanding and cooperation of business, industry, labor, religious, family and educational institutions and by the people of our own and other lands.

E. "Future" — Reminds members that the future of the world depends upon the quality of leadership that they are able to produce and will be the business leaders of the future.

F. "Business" — The world of business in our world.

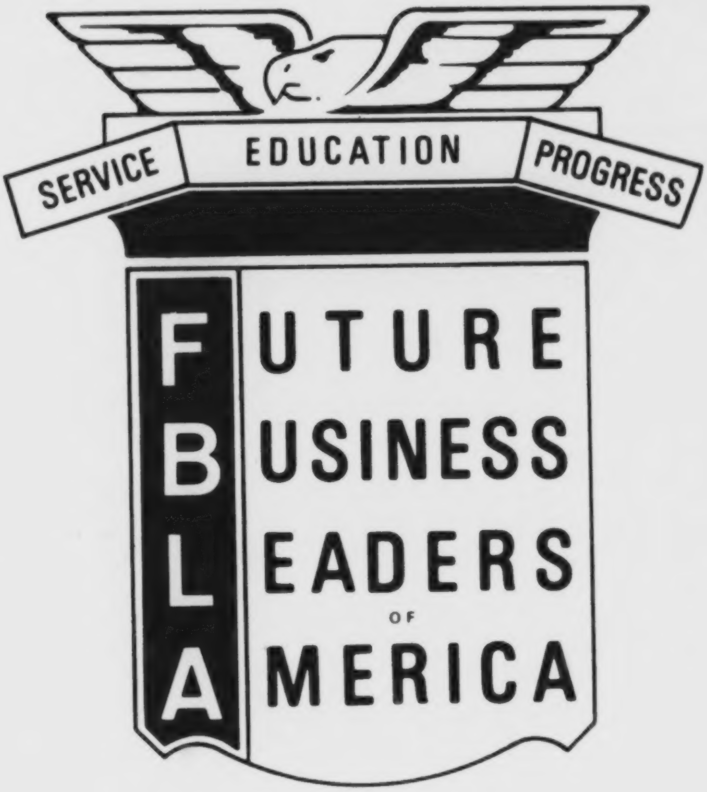
G. "Leaders" — Represents the search for knowledge in order for us to become better citizens.

H. "America" — Symbolizes that as the future American business leaders, members should pledge themselves to use their best abilities endowed to them to make America a better place for everyone.

I. Completed Shield — Represents FBLA which provides opportunities for each member to become a leader of tomorrow

INFORMATION SHEET

XI. FBLA emblem



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XII. FBLA colors

   A. Blue

   B. Gold

XIII. FBLA official dress

   A. Blue blazer

   B. Tan or blue pants/skirt

INTRODUCTION TO FUTURE BUSINESS LEADERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #1 — RECITE THE FBLA CREED

Read and memorize each paragraph. Practice reciting each paragraph until you can recite the creed without reading. Once you are able to recite the creed in full, recite the creed to your instructor.

FBLA CREED

I BELIEVE education is the right of every person.

I BELIEVE the future depends on mutual understanding and cooperation among business, industry, labor, religious, family and educational institutions, as well as people around the world. I agree to do my utmost to bring about understanding and cooperation among all of these groups.

I BELIEVE every person should prepare for a useful occupation and carry on that occupation in a manner that brings the greatest good to the greatest number.

I BELIEVE every person should actively work toward improving social, political, community and family life.

I BELIEVE every person has the right to earn a living at a useful occupation and that this right should not be denied because of race, color, creed, sex, or handicap.

I BELIEVE every person should take responsibility for carrying out assigned tasks in a manner that brings credit to self, associates, school and community.

I BELIEVE I have the responsibility to work efficiently and to think clearly. I promise to use my abilities to make the world a better place for everyone.

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INTRODUCTION TO FUTURE BUSINESS LEADERS OF AMERICA
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with FBLA to their correct definitions.

______a. Membership standing for former FBLA/PBL members who wish to remain part of the organization.

______b. A high school level business teacher in charge of the local FBLA chapter.

______c. Student organization for students enrolled in business, office, or business teacher education courses beyond the high school level.

______d. Student organization for students enrolled in business and office education at the high school level.

1. FBLA Local Advisor
2. Phi Beta Lambda (PBL)
3. Future Business Leaders of America (FBLA)
4. Alumni

2. Select from the following list essentials of a good organization. Write an "X" in the blank before each correct answer.

______a. A large budget

______b. Challenging program of activities

______c. Active member participation in chapter activities

______d. Variety of a number of social activities

______e. Capable officers and leaders

______f. Support from school officials and community leaders

______g. Proper recordkeeping

______h. Responsibility for organizational activities shared by all members

______i. Well-planned, regularly held meetings

TEST

3. Select from the following list guidelines for conducting a good meeting. Write an "X" in the blank before each correct answer.

_____a. Arrange the seating plan so that everyone can see the program

_____b. Have the executive committee plan and practice before the meeting

_____c. Proceed according to the order of business

_____d. Organize plan for clean-up duties

_____e. Skip any lengthy report to save time

_____f. Have an official greeter to make everyone feel welcome and to prevent interruptions of serious portions of the meeting

_____g. Invite a guest speaker to wing it on any topic and for any length of time just so that the meeting will have a program

_____h. Have the secretary, treasurer, and each committee prepare written and oral reports

_____i. Have the advisor indicate when it is time to proceed to the next order of business

_____j. Begin and end on time

_____k. Have all members express appreciation to guests for their attendance

_____l. Appoint committees composed only of members who have contributed in the past

_____m. Conduct business according to parliamentary procedure

_____n. Move the meeting along with "snap" to prevent boredom and wasted time

4. List the types of FBLA membership.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

TEST

5. State the purpose of FBLA.

____

____

____

____

6. Select from the following list the FBLA goals. Place an "X" in the blank before each correct answer.

_____a. Develop competent, aggressive business leadership

_____b. Strengthen the confidences of students in themselves and their work

_____c. Create more interest in and understanding of American business enterprise

_____d. Encourage members in the development of individual projects which contribute to the improvement of home, business, and community

_____e. Develop character, prepare for useful citizenship, and foster patriotism

_____f. Encourage and practice efficient money management

_____g. Encourage scholarship and promote school loyalty

_____h. Assist students in the establishment of occupational goals

_____i. Facilitate the transition from school to work

7. List the five national regions of FBLA.

a. ____

b. ____

c. ____

d. ____

e. ____

8. List six FBLA publications.

a. ____

b. ____

TEST

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

9. Name your state's current State FBLA officers.

   a. President — ______________________________

   b. Vice-President — ______________________________

   c. Secretary — ______________________________

   d. Treasurer — ______________________________

   e. Historian — ______________________________

   f. Reporter — ______________________________

   g. Parliamentarian — ______________________________

10. Match the symbols in the FBLA emblem to their correct meanings. Write the correct number in the blank before the correct meaning.

_____a. Symbolic of the idea that education is the right of every individual in America.

_____b. Represents the challenge of tomorrow which depends upon mutual understanding and cooperation of business, industry, labor, religious, family, and educational institutions and by the people of our own and other lands.

_____c. Reminds members that the future of the world depends upon the quality of leadership that they are able to produce and will be the business leaders of the future.

_____d. Represents the search for knowledge in order for us to become better citizens.

_____e. The world of business is our world.

_____f. Represents FBLA which provides opportunities

_____g. Represents FBLA which provides opportunities for each member to become a leader of tomorrow.

1. Eagle
2. "Business"
3. "Leaders"
4. "Progress"
5. "Education"
6. "America"
7. "Service"
8. "Future"
9. Completed Shield

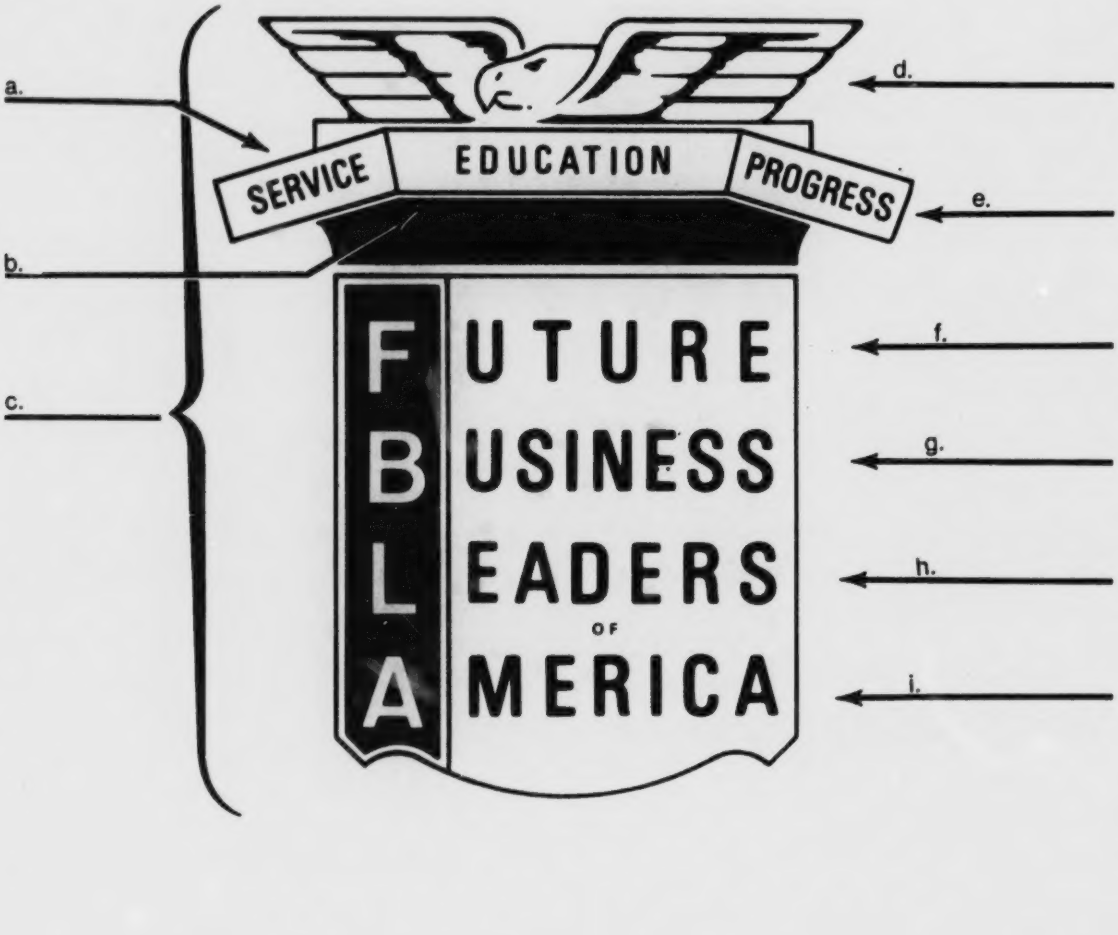
TEST

______h. Symolizes that as the future American business leaders, members should pledge themselves to use their best abilities endowed to them to make America a better place for everyone.

______i. Denotes the idea that every individual should be interested in and take responsibility for promoting better social, political, community, and family life.

______j. Belief in democracy, liberty, and the American way of life.

11. Label the parts of the official FBLA emblem



TEST

12. List the official FBLA colors.

a. ______________________________

b. ______________________________

13. Match items of the official FBLA dress to their colors.

_____a. Slacks/Skirt

_____b. Blazer

1. Gray
2. Blue
3. Blue or tan
4. White

INTRODUCTION TO FUTURE BUSINESS LEADERS OF AMERICA
UNIT I

ANSWERS TO TEST

1. a. 4
   b. 1
   c. 3
   d. 2

2. b, c, e, f, g, h, i

3. a, b, c, d, f, h, j, k, m, n

4. a. Active
   b. Professional
   c. Honorary Life
   d. National Honorary Life
   e. Alumni

5. To provide the student with additional opportunities to develop vocational and career supportive competencies and to promote civic and personal responsibilities

6. a, b, c, d, e, f, g, h, i

7. a. Western
   b. Mountain Plains
   c. North Central
   d. Southern
   e. Eastern

8. Any six of the following

   Tomorrow's Business leader
   Hotline
   The Graduate Record
   National Leadership Conference Guide
   National Leadership Conference Wrap Up
   Annual Report
   National Directory
   Alumni National Directory and Manual
   National Awards Guide

ANSWERS TO TEST

9. a. President — ______________________________
b. Vice-President — ______________________________
c. Secretary — ______________________________
d. Treasurer — ______________________________
e. Historian — ______________________________
f. Reporter — ______________________________
g. Parliamentarian — ______________________________

10. a. 5
b. 4
c. 8
d. 3
e. 2
f. 9
g. 6
h. 7
i. 1

11.

a. Service

b. Education

c. Completed shield

d. Eagle

e. Progress

f. Future

g. Business

h. Leaders

i. America

ANSWERS TO TEST

12. a. Blue
    b. Gold

13. a. 3
    b. 2

FBLA ACTIVITIES
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to participate in FBLA ceremonies and assist in planning FBLA chapter activities. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with FBLA chapter activities
2. List characteristics of a good chairman.
3. Match chapter officers to their correct duties.
4. Arrange in order the steps of the election process.
5. State the primary purposes of committees.
6. Match the common types of committees to their lengths of service.
7. Arrange in order the steps in setting up committees.
8. Select from a list criteria for selection of FBLA voting delegates.
9. List purposes of FBLA chapter activities for a program of work.
10. Select from a list considerations for selecting meaningful activities for a program of work.
11. List six national FBLA recognition awards.
12. List eight national FBLA competitive events under specified categories.
13. List the FBLA conferences.
14. Participate in FBLA opening and closing ceremonies.
15. Develop a FBLA program of work.
16. Participate in a FBLA initiation ceremony.
17. Participate in a FBLA officer installation ceremony.

FBLA ACTIVITIES
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

   C. Supplement #1 — Preparing News Releases

   D. Information sheet

   E. Assignment sheets

      1. Assignment Sheet #1 — Participate in Opening and Closing Ceremonies

      2. Assignment Sheet #2 — Prepare an FBLA Program of Work for an Entire School Year

      3. Assignment Sheet #3 — Participate in an FBLA Officer Installation Ceremony

      4. Assignment Sheet #4 — Prepare a Program of Work for an Entire School Year

   F. Answers to assignment sheets

   G. Test

   H. Answers to test

II. Instructor's guide

   A. Obtain and prepare material needed to supplement unit

   (NOTE: This unit is intended to be supplemented with the *FBLA/PBL Handbook*.)

   B. Provide students with copies of unit.

   C. Discuss unit and specific objectives.

      - Explain that setting up a chapter, electing officers, and establishing committees provide the foundation of the FBLA program of work. Invite a former officer or member to explain how the program of work provides some of the best opportunities for learning by doing and helps pull students together. Have the speaker also explain how a program of work creates a positive atmosphere in which students learn how to accept responsibility, work as a team, manage a budget, and handle success.

SUGGESTED ACTIVITIES

- Point out that before calendar planning starts, FBLA members must elect officers so that the president may appoint committes and determine the goals and interests of individuals and of the chapter itself.

D. Discuss information and assignment sheets.

1. Explain that terms appearing in Section I of the Information Sheet are essential to the basic understanding of the unit

    - Show the example of an agenda on page 30 of the FBLA/PBL Handbook.

    - Display parliamentary procedure reference books.

2. Help students understand the meaning of FBLA ceremonies. Use Information Sheet, Section II and Assignment Sheets #1 through #3.

    - Divide the class into groups for practice. Each person should be allowed to perform in any or all of the positions. This is an excellent method for determining which students are best suited to serve on the team for district competition.

    - Encourage students to memorize parts, and to practice voice quality and movement in front of a friend or a mirror. Explain to students that they may feel foolish practicing in front of a mirror, but if they are serious about improvement, this method works.

    - Use a different group of students each time you have to present the ceremonies in your chapter or section meeting. Do this until all chapter members have had an opportunity to perform.

    - Schedule ceremonies competition between members in each training program in your school. Select class teams. Then schedule competition between classes. Give awards.

    - Invite officers from another FBLA chapter to conduct an initiation ceremony for new members

3. Explain that good officers ensure that what the local FBLA chapter decides gets done. Use Information Sheet, Section III to point out specific responsibilities of each officer. Stress that commitment to the duties of the office is essential.

    (NOTE: The *FBLA/PBL Handbook* lists six officers and describes their duties, but a single class may be able to function with fewer than six officers. If the chapter is large, it may be advantageous to elect additional officers. Assist students in selecting the offices that will best serve the local need.)

SUGGESTED ACTIVITIES

4. Review the steps in the election process, using Information Sheet, Section IV. Help students become enthusiastic enough to start the election process.

   - Arrange a presentation that will not only make students want to run for office, but will also make them believe that they can succeed. A guest speaker could help. A former FBLA member, a dynamic leader from a trade association, a local politician or civic leader, or a member of your advisory committee might agree to talk to your students.

5. Review procedures for nomination, campaigns, election, and installation of officers. Use Information Sheet, Section IV.

   (NOTE: Inquire about school regulations involving campaigns before discussing with students.)

   - *Candidate filing forms* allow those who are interested in serving to nominate themselves. These forms encourage commitment without embarassment, ensure a slate of candidates prior to the election, and provide time for campaign planning. They also offer early involvement for everyone, either as a candidate or as a petition signer. A week should be a sufficient time for candidates to gather signatures for their petitions.

   - *Selection by a nominating committee* recommends one or more candidates for each office, after making certain each candidate is willing to serve. A committee runs the risk of passing over students who would like to run and who are potentially good officers.

   - *Nominations from the floor* during a chapter business meeting are easiest if the chapter has waited too long to allow time for a fullfledged campaign; however, this method often turns into a popularity contest.

   - *Selection by the advisor* takes all the motivation away from the students and deprives them of the benefits of participation in the democratic process.

   - Assist students in preparing for balloting.

     Ballot method ensures absolute freedom and privacy for each voter to vote his or her conscience without regard to group pressure. Use of this method means that paper ballots must be printed. Ample time should be allowed for preparation.

     If the election committee has decided to take nominations from the floor, *hand or voice vote* will probably be most satisfactory since there will not be time to print ballots. This method can result in loss of confidence by candidates who do not do well. A variation of this method, in which one officer is elected at a time, allows runners-up to run for other offices.

When ballots have been cast, an impartial outsider should be recruited to tally the votes. Counting should be done immediately, and results should be announced as soon as possible. The announcer should be prepared to congratulate winners and runners-up to work on committees to maintain their interest in the chapter and to use their demonstrated abilities.

- Make officer installation a highlight of the election. Invite parents, administrators, advisory committee members, media, and so on. Choose a place large enough and comfortable enough for all members and guests. The ceremony is a serious one and should be carried out with dignity. Make sure that the installation ceremony is held within a week of the election.

6. Help students realize what a committee is, and point out why committees are essential to an active FBLA chapter. Use Information Sheet, Section VI.

(NOTE: As an advisor, you should bear in mind that the committee's function is to produce a list of selected activities, not to make a final decision as to which activities the chapter as a whole will elect to carry out. You should also stress the importance of quality, not quantity. The number of activities each committee plans is not nearly as important as the lessons learned from each activity that is carried out successfully.)

- Help students see how a committee resembles a miniature chapter that holds regularly scheduled meetings, follows an agenda, has a committee-chairman who functions like a president, and members who participate as they would in a chapter meeting.

- Help students understand why committees are needed to carry out a balanced program of work. Your chapter has four choices.

Let you do all the work — This option may sound ridiculous, but when chapter members do not understand how to use committees, they may get frustrated and call on you for assistance. It is sometimes a temptation for you to step in and make decisions for the group, rather than to guide our students to make their own decisions. The result, of course, is that your students are deprived of important learning experiences. Also, it is pretty obvious that if one person could do all the work, there would be no reason to have a chapter in the first place.

Let officers do all the work — Your chapter members should understand that officers are not the club workhorses. No team relies on the team captains to win the game while team members sit on the sidelines. There are simply not enough hours in the day for five or six officers to plan, carry out, and evaluated all of the chapter activities, in addition to holding chapter meetings, attending school, learning a job skills, doing homework, and perhaps holding down a job. A major point in the chapter program (and in the work place) is that people need to work together.

SUGGESTED ACTIVITIES

Do the work as a group — At first glance, this option may appear to be the most democratic. If FBLA goal is total student involvement, everyone should have a chance to offer some ideas at the chapter business meetings. In reality, however, the meetings would be overburdened with details of planning, and most of the activities would never get off the drawing board.

Divide workload into manageable portions and let committees handle it — Committees are, by process of elimination, the best workable solution to the problem of getting things done, instead of getting them thought about.

7. Introduce basic types of committees; how committees are set up, and FBLA chapter activity areas. Use Information Sheet, Sections VI through VII. Remind chapter members that the chapter president is ultimately responsible for naming the committee chairmen. Before the president makes the appointments, however, the chapter executive council should meet to discuss chapter need and directions, and to determine whether any committees need to be eliminated or added.

8. Reemphasize that the program of work is the heartbeat of FBLA. Point out that the program of work is what the chapter is going to do during the school year, and that the chapter will provide opportunities for participating in a variety of activities based on members' interests. Use Information Sheet, Sections IX through XIII, and Assignment Sheet #4.

   - Give additional examples of the purposes of FBLA chapter activity areas for a program of work.
   - Select a random activity and ask your students to answer the considerations for selecting meaningful activities for a program of work.
   - Discuss the FBLA recognitions and competitive events available to members.
   - Discuss the various FBLA conferences available to FBLA members each year.

E. Give test.

III. Unit references

A. *FBLA/PBL Handbook*. Washington, D.C. Future Business Leaders of America-Phi Beta Lambda, Incorporated, 1985.

B. Patton, Bob, et. al. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.

FBLA ACTIVITIES
UNIT II

SUPPLEMENT #1 — PREPARING NEWS RELEASES

The following information was provided by Karen Keith, News Anchor, KJRH—2, Tulsa, Oklahoma.

PRESS RELEASE

USE LETTERHEAD STATIONERY

EVENT

DATE

LOCATION

- Special hook to entice the reporter or assignment editor

  In the development of Watonga's new city park, members of the area Technology Students Association drew up plans for a kid's space center—the city has accepted those plans and the technology education students will be hoping to execute the plans Saturday, July 12, from 9AM — 3PM.

- If you have any questions or want additional information, contact: Superintendent John Green at 843-9999.
- If the location is unusual, give directions and parking instructions. (The park is at Pine and 31st)
- Staple any additional information of interest like newspaper *clippings* to the *back*.
- Send out the press release and *follow* with a *phone call* seeking a time commitment.

SUPPLEMENT #1

WRITE A LETTER OF CONFIRMATION

"EVENTS TITLE AND DATE"

NAME OR NAMES OF PEOPLE WHO WILL APPEAR ON THE SHOW (specify date)

BE SURE SPELLING IS CORRECT AND THEIR PROFESSIONAL TITLE IS SPELLED OUT

SPECIAL INFORMATION ON THE EVENT . . .For example: FH A members are holding a workshop Saturday afternoon for teens in the government housing projects. They will be teaching them recipes and practicing aerobic dance routines as well as showing the teens how to set a schedule for propositions.

SPECIFY . . . . .SPECIAL NUMBERS TO APPEAR ON THE SCREEN.

Please super the tickets number on the screen

TICKETS: 592-6000

If you have any questions . . .

Call Teacher Jones at 743-3333

* Letterhead stationery makes it easy to find address and phone numbers.

SUPPLEMENT #1

*Send your ideas to the addresses listed below

*Make sure the information is easy to read and appealing

*Use the phone numbers sparingly.

TODAY SHOW
Room 304
NBC
30 Rockfeller Plaza
New York, NY 10020

(212) 664-5488

*Willard Scott is good about mentioning special events. Send a T-shirt or hat relating to the event along with the press release.

GOOD MORNING AMERICA
Steve Lewis
1965 Broadway, 5th Floor
New York, NY 10023

(212) 496-4816

CBS MORNING NEWS
Bob Epstein
542 W. 57th Street
New York, NY 10019

SUPPLEMENT #1

"In The Studio"

1. Forget about the cameras. Focus your eye contact on the show host or reporter. Never follow the red lights on the camera. Don't be startled when you come up on TV monitors.

2. Avoid rocking in your chair. Sit towards the front of your seat in as comfortable a position as possible. Lean forward . . .be enthusiastic.

3. Watch your body language . . .don't twirl the mic cord or your necktie or necklace.

4. Be aware of signals from the studio crew/floor director that indicates your time is up. If you get a wrap, finish what you're saying and let the reporter or anchor take over.

5. Answer questions as openly and to the point as possible. Use positive and upbeat statements avoiding technical jargon that on one except your co-workers can understand.

6. If you are not at liberty to comment, simply explain yourself . . .end positive . . ."Just as soon as we can, we'll have an explanation for you." Avoid a flat "No comment."

7. Smile (if it's appropriate).

ON CAMERA INTERVIEWS
"Getting Ready"

1. Prepare yourself. Watch the show before you appear.

2. Dress as you would normally dress . . .however, avoid wearing all white or stripes; shiny jewelry may also cause a problem for the cameras. If you're comfortable without them, take off your glasses. They may cause glare.

3. Wear darker make-up. Use powder right before you go on to get rid of oily shine.

4. Prepare some interesting questions and answers . . .unusual things that the audience might remember.

FBLA ACTIVITIES
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Agenda — An organized listing of business for a meeting

   B. Executive committee — Standing committee that acts to expedite planning; usually made up of all officers

   C. Parliamentary procedure — Set of rules for conducting a meeting in an organized and efficient manner

   D. Extemporaneous speech — Talk delivered on an assigned topic with a minimum of advanced preparation

II. Characteristics of a good chairman

   (NOTE: There is some use currently of the terms *chairperson* and *chairwomen* to recognize that many women hold positions of leadership. However, according to the National Association of Parliamentarians, the terms *chairman* or *madame chairman* will continue to be used to designate the person who is the chair. The term *madame chairman* is appropriate when a female is in the leadership position.)

   A. Willingness to work

   B. Self-confidence

   C. Ability to use parlimentary procedure effectvely

   D. Ability to use parliamentary procedure effectively.

   E. Neat appearance

III. Chapter officers and their duties

   A. President — Presides over all chapter meetings; appoints all committees and serves as ex officio member on all committee meetings; promotes the growth and development of FBLA.

   B. Vice-president — Assists the president; presides over chapter activities in the absence of the president

   C. Secretary — Prepares and reads minutes of all chapter meetings; maintains membership list and record of attendance; answers all chapter correspondence promptly; counts and records all votes; reads all communications at meetings; prepares an agenda for meetings

INFORMATION SHEET

- D. Treasurer — Keeps financial records of the chapter; sends the membership list with dues to the State and National offices.
- E. Parliamentarian — Informs all members on correct parliamentary procedures; serves in any capacity directed by the president.
- F. Reporter — Acts as public relations officer for the chapter; sees that news stories and photographs are delivered to the school paper, local newspaper, the state news bulletin, and the national Tomorrow's Business Leader; cooperates with the school official concerning assembly, radio and television programs.
- G. Historian — Maintains records of the chapter including an annual report of the chapter's activities, awards, and publicity.

IV. Steps of the election process

- A. Appoint election committee

  (NOTE: The duties of the election committee are to set guidelines for chapter elections. Guidelines should include officers to be filled, nomination procedures, campaign guidelines, election rules, and follow-up.)
- B. Nominate officers
- C. Campaign
- D. Hold election
- E. Install new officers

V. Primary purposes of committees

- A. To allow more students to become actively involved in chapter activities
- B. To equally distribute workload
- C. To provide chapter with information, or to make recommendations to chapter members

VI. Common types of committees and their lengths of service

- A. Standing — Appointed for entire year

  EXAMPLES: Membership, program, finance, social, service, safety
- B. Special — Appointed as needed for specific activities

  EXAMPLES: Banquet, special event, scrapbook

INFORMATION SHEET

VII. Steps in setting up committees

A. Executive council (chapter officers) decides which committees are needed

B. Chapter president appoints chairman

(NOTE: In many chapters, elected officers will serve as committee chairmen)

C. Officers make staffing assignments

(NOTE: Every chapter member should serve on at least one committee.)

VIII. Criteria for selection of FBLA voting delegates

(NOTE: Each local chapter is entitled to be represented at the state level by two voting delegates and two alternates, elected by the local chapter. Each state organization is entitled to be represented at the national level by two voting delegates from each division, secondary and post-secondary, with two alternates. The state representatives are elected at the spring leadership conference.)

A. Active participation in all chapter meetings and assigned committees

B. Successful achievement in classroom assignments and laboratory activities while maintaining achievement in other school subjects

IX. Purposes of FBLA chapter activity areas for a program of work

(NOTE: Activities promote growth of individual members; improve school, home, and community; and serve as showcase for the local chapter, state, and national organization.)

A. Scholastic

EXAMPLES: Trips to business firms, educational exhibits, attendance to a state or national conference

B. Professional Leadership

EXAMPLES: Regular chapter meetings, active member participation, chapter newsletter, assembly program, workshops and seminars

C. Civic and Community

EXAMPLES: Visit state government, guest speakers, safety campaigns, school improvement projects

INFORMATION SHEET

D. Social

EXAMPLES: Orientations of new members, dance, talent night, skating party

X. Considerations for selecting meaningful activities for a program of work

A. Does activity contribute to program objectives?

B. Does activity contribute to FBLA goals?

C. Does activity reflect the thinking of the entire group?

D. Does activity allow for planning and implementation to be performed by students?

E. Does activity allow for committee work to contribute to the overall acitivity program?

F. Does activity ensure that leadership development is a major part of all activities?

G. Does activity reflect long-range as well as immediate plans?

XI. National FBLA Recognition Awards

A. Businessperson of the Year

B. Gold Seal Chapter Award of Merit

C. Largest Local Chapter Membership

D. Largest Percentage of Increase in State Chapter Membership

E. Largest State Membership

F. Largest State Membership, Alumni Division

G. Local Recruitment of Chapters

H. State Newsletter Award of Merit

I. State Recruitment of Chapters

J. Who's Who in FBLA

INFORMATION SHEET

XII. National FBLA Competitive Events

INDIVIDUAL

A. Accounting I

B. Accounting II

C. Business Calculations

D. Business English

E. Business Law

F. Business Math

G. Computer Applications for Business

H. Computer Concepts

I. Economics

J. Impromptu Speaking

K. Information Processing Concepts

L. Introduction to Business

M. Job Description Manual

N. Job Interview

O. Keyboarding Applications

P. Keyboarding Applications — Advanced

Q. Machine Transcription

R. Mr. Future Business Leader

S. Ms. Future Business Leader

T. Office Procedures

U. Public Speaking

V. Shorthand I

W. Shorthand II

INFORMATION SHEET

TEAM

- A. Entrepreneurship
- B. Parliamentary Procedure

CHAPTER

- A. American Enterprise Project
- B. Community Service Project
- C. Local Chapter Annual Business Report
- D. Partnership with Business Project
- E. State Chapter Annual Business Report

XIII. FBLA conferences

- A. National Fall Leadership Conference (NFLC)
- B. Mid-Year Planning Conference
- C. State Leadership Conference (SLC)
- D. National Leadership Conference (NLC)

FBLA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #1 — PARTICIPATE IN FBLA OPENING AND CLOSING CEREMONIES

This assignment sheet allows the student to participate in a "mock" FBLA meeting's opening and closing ceremonies. Although first-year members are not allowed to become chapter officers, the student will develop a better understanding of the FBLA organization and its goals.

Use the FBLA opening and closing ceremonies script located in the *FBLA/PBL Handbook* to complete this assignment sheet. Your teacher will assign you a part for the ceremonies. Memorize the part assigned to you before the ceremonies begin if possible.

FBLA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #2 — PARTICIPATE IN A FBLA INITIATION CEREMONY

This assignment sheet is designed to allow you to prepare for your FBLA initiation. As a candidate for membership in the FBLA organization, you must participate in an initiation ceremony before being accepted into the organization. This assignment sheet will better prepare you for the initiation ceremony.

Your instructor will assign you to a part in the "mock" ceremony. Use the script in the *FBLA/PBL Handbook* to complete the assignment sheet. If time allows, memorize your designated part in the ceremony. Your instructor will grade you on your participation in this assignment.

FBLA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #3 — PARTICIPATE IN A FBLA OFFICER INSTALLATION CEREMONY

This assignment sheet allows you to actively participate in a FBLA officer installation ceremony. Although first year members are generally not allowed to be chapter officers, this assignment develops a better understanding of FBLA by focusing on the chapter officer's viewpoint.

As you portray a newly elected officer or retiring officer, pay close attention to the ceremony's significance. Try to imagine what you would feel like if you were actually in the position that you are portraying.

Your instructor will assign you a part in the ceremony and will grade you on your participation and how well you prepared for the ceremony.

Use the official FBLA chapter installation ceremony script on pages 37-40 in your *FBLA/PBL Handbook* to complete this assignment sheet. Memorize your part before the ceremony.

FBLA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #4 — PREPARE A PROGRAM OF WORK FOR AN ENTIRE SCHOOL YEAR

NAME ______________________________ SCORE ____________

The FBLA program of work is also called a chapter calendar. A carefully-planned program of work for the entire school year is an excellent way to build and maintain a strong, active, local FBLA organization. The activities should be well-balanced to include educational, social, civic, and professional functions. This will make learning more interesting. Every member should have an opportunity to participate by planning, serving on committees, arranging for guest speakers, and assisting in fund drives.

Use the information and examples that follow to prepare a program of work.

(NOTE: Each activity is an item of business to be considered, discussed, and brought to vote during a FBLA meeting.)

SUGGESTED PROGRAM ACTIVITIES

Professional Development Activities

Becoming a professional doesn't stop with acquiring a skill. It also involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work. From the following list, select at least one FBLA project *in addition* to FBLA workshops

☐ Plan a school assembly on vocational education and FBLA

☐ Host a reception for FBLA alumni; have them tell how FBLA has helped them in their work experience.

☐ Establish an occupational or professional library.

☐ Attend a court session or a local government public meeting.

☐ Take a trip to a union hall, a local business, another FBLA chapter, or your state legislature.

☐ Invite guest speakers from labor and management organizations.

☐ Sponsor a Job Fair.

☐ Hold a workshop on parliamentary procedures, public speaking, or job interviews

☐ Sponsor a debate.

☐ Provide training for entries in FBLA competitive events and recognition awards.

ASSIGNMENT SHEET #4

Ways and Means Activities

Planning and participating in fund-raising activities allows you the financial means to carry out your other projects. Select at least one of the following ideas, or think of your own.

☐ Run the concession stand at school events.

☐ Have a bake sale.

☐ Have a rummage sale.

☐ Sell products from an approved FBLA fund raiser.

☐ Sell greeting cards, school supplies, or homecoming mums.

☐ Raffle off cakes, turkeys, small appliances, or a used car.

☐ Hold a back-to-school, Christmas, or Valentine's Day dance.

☐ Sell a service using your occupational skills.

Safety Activities

Being aware of potential hazards, both on and off the job, is part of becoming a responsible employee and citizen. Select at least one activity from this category.

☐ Invite a guest speaker to talk about occupational safety.

☐ Show a film on safety.

☐ Conduct a highway safety campaign.

☐ Have a safety poster or essay contest.

☐ Invite the local Red Cross to assist in a first-aid program.

☐ Participate in National Safety Week.

☐ Develop a poison control list for home reference; distribute it throughout the community.

ASSIGNMENT SHEET #4

Social Activities

Getting to know each other in something other than a business or classroom setting leads to increased cooperation in school and community. Choose at least one activity from the following list.

☐ Have a picnic or a backyard barbeque.

☐ Stage a talent show.

☐ Plan and hold a banquet for parents, spouses, or children.

☐ Hold a reception or other social event for future FBLA members.

☐ Sponsor a dance, perhaps with another chapter

☐ Hold a faculty reception.

☐ Have a swimming or skating party.

☐ Go on a hayride.

☐ Plan interchapter athletic events.

☐ Plan and hold an industry/student banquet.

Public Relations/Publicity Activities

Informing your community of your achievements brings you the credit you deserve. Remember that almost every FBLA activity you plan has public relations value. In addition to advising local news media of your progress, select at least one of the following activities.

☐ Invite school administrators to visit a chapter meeting.

☐ Make a float for homecoming or holiday parade.

☐ Plan as assembly on vocational education and FBLA.

☐ Circulate your chapter newsletter.

☐ Publicize FBLA on a bulletin board or in a display case.

☐ Join with a civic organization in a community service project.

☐ Conduct a membership drive with posters, PA announcements, social events.

☐ Hold a "Dress Up FBLA" day.

☐ Use National FBLA Week to tell FBLA's story in the school and in the community.

ASSIGNMENT SHEET #4

Community Service Activities

Letting your community know that you are there and that you care promotes understanding and goodwill. Plan and carry out at least one of the following activities that is appropriate to your community.

☐ Invite members of a civic organization to a dinner; join them in a service project.

☐ Entertain at an orphanage, hospital, nursing home, jail, or mental institution.

☐ "Adopt" a needy family for Thanksgiving; prepare a food basket for them.

☐ Work to get out the vote at election time.

☐ Hold a voter awareness seminar for students of voting age.

☐ Plan and carry out a beautification/conservation/renovation project.

☐ Collect toys for Christmas distribution to needy children.

☐ Plan a consumer education program.

☐ Hold a drug/alcohol abuse seminar.

☐ Plan and carry out a highway safety check.

☐ Hold a health fair; invite local physicians, nurses, and dentists to participate.

FBLA Recognition Awards

Preparing for and competing in your occupational area or in a leadership area provides an opportunity for you to demonstrate your skills. Participate in at least one of the activities suggested below.

☐ Work on display for local, state, national contests.

☐ Hold an open house when you have your local contest.

☐ Attend district, state, and national contests.

☐ Have a public speaking contest.

☐ Work with FBLA advisors to involve instructional program advisory committee in the administration of local contests.

☐ Get as many members as possible to participate in *all* contests.

☐ Publish contest dates and filing procedures.

ASSIGNMENT SHEET #4

SAMPLE PROGRAM OF WORK

SEPTEMBER
- Organizational Meeting (Orientation to FBLA)
- Start Preparing Scrapbook
- Plan Year's Projects
  (Officers' Pictures in Newspaper)
- Membership Drive

OCTOBER
- Chapter Party (Entertain New FBLA Members)
- Dinner Meeting (Restaurant, with Guest Speaker, Former Members)
- Plan to Attend National Fall Leadership Conference
- State Fall Conference

NOVEMBER
- Needy Family Project for Thanksgiving
  (Radio Announcement; Newspaper Coverage)
- Float in Christmas Parade
- Dinner Meeting (Same as October)
- National Fall Leadership Conference

DECEMBER
- Christmas Party — Dance with Other Chapters if Possible
- School Project — Bulletin Board, Christmas Music over PA, Devotion
- Community Service — Toys Project (News Coverage)

JANUARY
- Dinner Meeting (Same as October)
- Chapel Program
- Plan FBLA Week Activities

FEBRUARY
- Open House for Parents

MARCH
- Community Project — Clean-up, Paint-up (News Coverage)
- State Spring Conference (News Coverage)
- Plan for State Conference

APRIL
- Attend State FBLA Leadership Conference

MAY
- Election of Officers for Next Year if Possible
- Last Meeting to Close Year (Make Plans for Coming Year)
- Plan for National FBLA Conference

ASSIGNMENT SHEET #4

WORKSHEET

AUGUST	ACTIVITIES	COMMENTS
8-	Organizational Meeting	
SEPTEMBER		
OCTOBER		
NOVEMBER		
DECEMBER		

FBLA-67

ASSIGNMENT SHEET #4

JANUARY	ACTIVITIES	COMMENTS
FEBRUARY		
MARCH		
APRIL		
MAY		

FBLA ACTIVITIES
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

1. Assignment Sheet #1 — To be evaluated to the instructor's satisfaction.
2. Assignment Sheet #2 — To be evaluated to the instructor's satisfaction.
3. Assignment Sheet #3 — To be evaluated to the instructor's satisfaction.
4. Assignment Sheet #4 — To be evaluated to the instructor's satisfaction.

FBLA ACTIVITIES
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match to their correct definitions terms associated with FBLA chapter activities.

_____ a. An organized listing of an order of business

_____ b. Set of rules for conducting a meeting in an organized and efficient manner

_____ c. Talk delivered on an assigned topic with a minimum of advanced preparation

_____ d. Standing committee that acts to expedite planning; usually made up of all officers.

1. Extemporaneous speech
2. Agenda
3. Executive committee
4. Parliamentary procedure

2. List the characteristics of a good chairman.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

3. Match chapter officers to their duties. Write the correct numbers in the blanks. Duties continue on the next page.

_____ a. Informs all members on correct parliamentary procedures

_____ b. Prepares news releases regarding activities for all media

_____ c. Presides over all chapter meetings; serves as exofficio member on all committee meetings; coordinates and supervises all efforts of chapter officers and committees

_____ d. Keeps financial records of the chapter

1. Secretary
2. Vice-President
3. President
4. Reporter
5. Treasurer
6. Parliamentarian

TEST

______e. Assists the president; presides over chapter activities in the absence of the president; serves as chairman of program committee

______f. Prepares and reads minutes of all chapter meetings; maintains membership list and record of attendance; answers all chapter correspondence promptly; counts and records all votes; reads all communications at meetings; prepares an agenda for meetings

4. Arrange in order the steps of the election process. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Nominate officers

______b. Hold election

______c. Appoint election committee

______d. Install new officers

______e. Campaign

5. State the primary purposes of committees.

a. ____

____

b. ____

____

c. ____

____

6. Match common types of committees to their lengths of service. Write the correct numbers in the blanks.

______a. Appointed for entire year

______b. Appointed as needed for specific activities

1. Special
2. Standing

TEST

7. Arrange in order the steps in setting up committees. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Officers make staffing assignments

______b. Executive council (chapter officers) decides which committees are needed

______c. Chapter president appoints chairman.

8. Select from the following list criteria for selection of FBLA delegates. Write an "X" in the blank before each correct answer.

______a. Serving as a state officer

______b. Active participation in all chapter meetings and assigned committees

______c. Maintaining a 4.0 grade average

______d. Successful achievement in classroom assignments and laboratory activities while maintaining achievement in other school subjects.

9. List types of FBLA chapter activities for a program of work.

a. ____

b. ____

c. ____

d. ____

10. Select from the following list considerations for selecting meaningful activities for a program of work. Write an "X" in the blank before each correct answer.

______a. Does activity make a lot of money for the chapter?

______b. Does activity contribute to program objectives?

______c. Does activity involve only chapter officers?

______d. Does activity contribute to FBLA goals?

______e. Does activity reflect the thinking of the entire group?

______f. Does activity allow for planning and implementation to be performed by students?

______g. Does activity contribute to a good time?

______h. Does activity allow for committee work to contribute to the overall activity program?

______i. Does activity ensure that leadership development is a major part of all activites?

TEST

11. List six national FBLA recognition awards.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

12. List eight national FBLA competitive events under the specified categories listed below.

Individual

a. ____________________

b. ____________________

c. ____________________

d. ____________________

Team

e. ____________________

f. ____________________

Chapter

g. ____________________

h. ____________________

13. List the FBLA conferences.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

FBLA ACTIVITIES
UNIT II

ANSWERS TO TEST

1. a. 2
   b. 4
   c. 1
   d. 3

2. a. Willingness to work
   b. Self-confidence
   c. Ability to use parliamentary procedure effectively
   d. Ability to make fair and impartial judgments
   e. Neat appearance

3. a. 6
   b. 4
   c. 3
   d. 5
   e. 2
   f. 1

4. a. 2
   b. 4
   c. 1
   d. 5
   e. 3

5. a. To allow more students to become actively involved in chapter activities.
   b. To equally distribute workload.
   c. To provide chapter with information, or to make recommendations to chapter members.

6. a. 2
   b. 1

7. a. 3
   b. 1
   c. 2

8. b,d

9. a. Scholastic
   b. Civic and Community
   c. Professional
   d. Social

ANSWERS TO TEST

10. b, d, e, f, h, i

11. Any six of the following

    Businessperson of the Year
    Gold Seal Chapter Award of Merit
    Largest Local Chapter Membership
    Largest Percentage of Increase in State Chapter Membership
    Largest State Membership
    Largest State Membership, Alumni Division
    Local Recruitment of Chapters
    State Newsletter Award of Merit
    State Recruitment of Chapters
    Who's Who in FBLA

12. Individual

    Any four of the following

    Accounting I
    Accounting II
    Businesss Calculations
    Business English
    Business Law
    Business Math
    Computer Applications for Business
    Computer Concepts
    Economics
    Impromptu Speaking
    Information Processing Concepts
    Introduction to Business
    Job Description Manual
    Job Interview
    Keyboarding Applications
    Keyboarding Applications — Advanced
    Machine Transcription
    Mr. Future Business Leader
    Ms. Future Business Leader
    Office Procedures
    Public Speaking
    Shorthand I
    Shorthand II

    Team

    Entrepreneurship
    Parliamentary Procedure

ANSWERS TO TEST

Chapter

Any two of the following

American Enterprise Project
Community Service Project
Local Chapter Annual Business Report
Partnership with Business Project
State Chapter Annual Business Report

13. a. National Fall Leadership Conference (NFLC)
    b. Mid-Year Planning Conference
    c. State Leadership Conference (SLC)
    d. National Leadership Conference (NLC)

PARLIAMENTARY PROCEDURE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to use parliamentary procedure and participate in a chapter meeting. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with parliamentary procedure.
2. Select from a list the purposes of parliamentary procedure.
3. State the function of the gavel.
4. Match methods of voting to their correct definitions.
5. Match types of motions to their correct descriptions.
6. Match types of motions to their correct classifications.
7. Match parliamentary procedures to their correct uses during a meeting.
8. Arrange in order the steps in the progression of a motion (Rule of Eight).
9. State the purpose of a motion to amend.
10. List the three ways to amend a motion.
11. Select from a list the duties of a chapter president.
12. State the characteristics of a chapter parliamentary procedure team member.
13. Demonstrate parliamentary procedure motions.
14. Use resources to answer questions about parliamentary procedure.
15. Use correct order to answer questions about parliamentary procedure.
16. Use parliamentary procedure to conduct or participate in a chapter meeting.

PARLIAMENTARY PROCEDURE
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Supplements
    1. Supplement #1 — Parliamentary Procedure Crossword Puzzle
    2. Supplement #2 — Summary of Motions
- D. Transparency masters
    1. TM #1 — Kinds of Motions and Their Uses
    2. TM #2 — Rule of Eight
- E. Information sheet
- F. Assignment sheets
    1. Assignment Sheet #1 — Use Kinds of Parliamentary Procedure Motions
    2. Assignment Sheet #2 — Use Resources to Answer Questions About Parliamentary Procedure
    3. Assignment Sheet #3 — Use Correct Order to Process a Motion (Rule of Eight)
- G. Answers to assignment sheets
- H. Test
- I. Answers to test

II. Instructor's guide

- A. Obtain materials to supplement unit.
    1. Books
        - a. *Robert's Rules of Order, Newly Revised* and the following book series are also available from the National Association of Parliamentarians, 6301 James A. Reed Road, Suite 114, Kansas City, Missouri 64133-4751.

SUGGESTED ACTIVITIES

b. "Congratulations Series" from National Association of Parliamentarians:

1) *You Are the President*

2) *You Are the Secretary*

3) *You Are the Treasurer*

4) *You Are on the Committee*

5) *You Want to Learn How to Make and Amend Main Motions*

6) *You Want to Learn Definitions*

7) *You Are a Member*

B. Introduce unit by helping the student focus on the importance of learning to use parliamentary procedure.

- Have chapter officers conduct a mock chapter meeting for a class.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to help students comprehend parliamentary procedure terms.

   - Make copies of Supplement #1 crossword puzzle, and use to reinforce terms in Section I.

2. Use Information Sheet, Section II to assist students in stating the purpose of parliamentary procedure.

   - Stress the importance of majority rule in meetings where parliamentary procedure is used, and emphasize at the same time, that opinions of the minority are heard, and that minority ideas and rights are respected as well.

   - Explain to the students that some of the people (majority) elect the President of the United States, but following the election, the President serves all of the people.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Section III to discuss the function of the gavel. Be sure to refer to your constitution for the gavel taps and the members' responses.

4. Use Information Sheet, Section IV to help students learn the different methods of voting.

   - Explain each method, and have students practice using the different methods.

   - Explain when and where the different voting methods are used.

5. Use Information Sheet, Section IV and Transparency #1 to help students learn the different classifications of motions.

   - Explain each classification in depth; provide examples of times when the different classifications of motions are used.

   - Have students practice stating motions.

6. Combine Information Sheet, Sections VI and VII, and Assignment Sheets #1 and #2 to help students use different kinds of motions.

   - Discuss the different kinds of motions that can be used in conducting a meeting.

   - Provide examples to help students see how the motions are used.

   - Use Transparency #1 to assist students in using different kinds of motions.

   - Make copies of Supplement #2, and distribute to students to use while completing Assignment Sheet #1.

7. Use Information Sheet, Section VIII and Assignment Sheet #3 to teach students the progression of a motion (Rule of Eight).

   - Use Transparency #2 to discuss the Rule of Eight.

   - Allow each student to present a motion.

   - Use the following examples to reinforce Section VIII.

   a. I move that the chapter conduct a Parliamentary Procedure Seminar on October 12.

   b. I move that the chapter have a car wash to raise money to pay air expenses to the state meeting.

   c. I move that the chapter present an engraved plaque to our adviser.

SUGGESTED ACTIVITIES

d. I move that the chapter plan a Christmas Party for the Senior citizens in the community.

e. I move that the chapter donate $500 to the March of Dimes.

8. Use Information Sheet, Sections IX and X, and review Assignment Sheet #3 to help students learn the correct way to amend a motion.

   - Allow each student the opportunity of amending a motion. Appoint a class member as president.

9. Use Information Sheet, Section XI to help students learn the duties of the president.

   - Ask president of chapter to talk to the class and to explain the responsibilities for carrying out the duties of the presiding officer.

10. Use Information Sheet, Section XII to help students prepare to be members of the parliamentary procedure team.

    - Have the parliamentary procedure team conduct a meeting for the class. Make sure that the team uses at least five parliamentary procedure points.

    - Have students evaluate the performance of the team, using the information in Section XII.

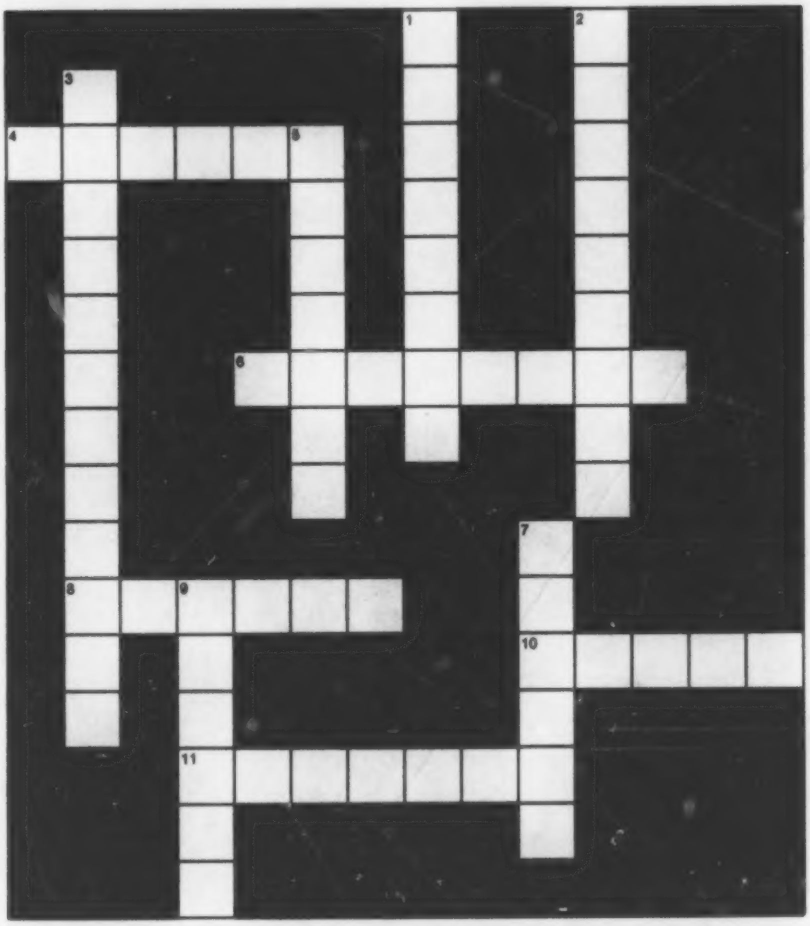
G. Give test.

III. Unit references

A. *Robert's Rules of Order, Newly Revised*, Glenview, Illinois: Scott, Foresman, 1981.

PARLIAMENTARY PROCEDURE
UNIT III

SUPPLEMENT #1 — PARLIAMENTARY PROCEDURE CROSSWORD PUZZLE



SUPPLEMENT #1

CROSSWORD CLUES

ACROSS

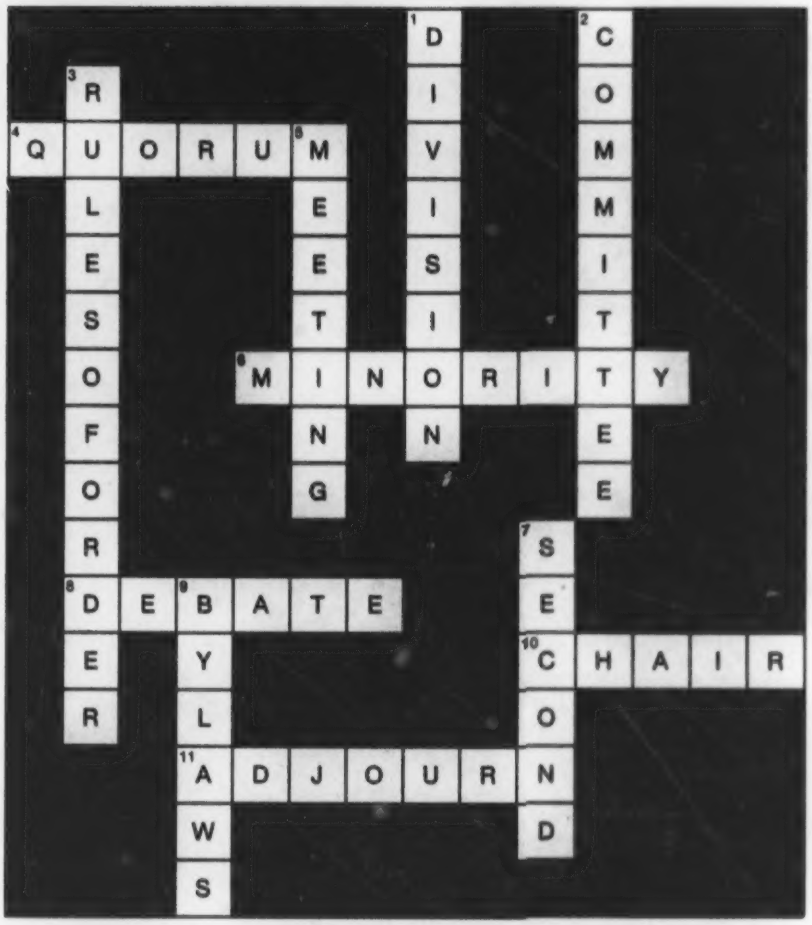
4. The number of members needed to be present to legally transact business.
6. Less than half
8. Formal discussion of a motion
10. The presiding officer of the meeting
11. The official close of the meeting

DOWN

1. A demand by a single member that the vote be retaken by rising
2. A small group of people designated to perform a specific function
3. Set of rules for conducting a meeting in an organized and efficient manner
5. A single official gathering of a society's members to transact business
7. Another member agrees that the motion should come before the assembly
9. The document that contains a society's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

SUPPLEMENT #1

ANSWERS TO CROSSWORD



PARLIAMENTARY PROCEDURE
UNIT III

SUPPLEMENT #2 — SUMMARY OF MOTIONS

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	2/3	Yes
Limit debate	Yes	No	Yes	2/3	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	2/3 opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	2/3	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

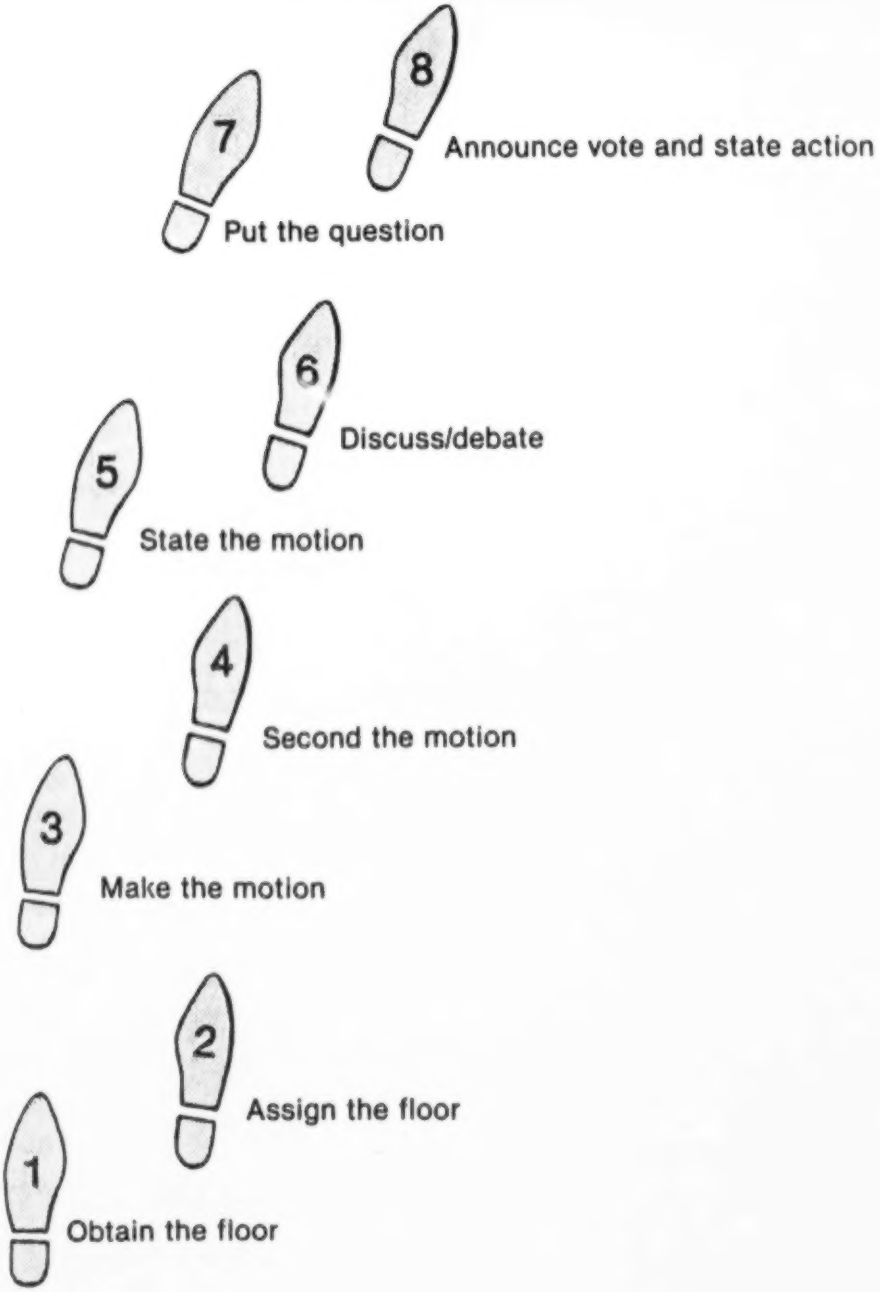
*See *Robert's Rules of Order, Newly Revised* for exceptions.

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	2/3	Yes
Limit debate	Yes	No	Yes	2/3	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	2/3 opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	2/3	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Steps to Process a Main Motion

(Rule of Eight)



PARLIAMENTARY PROCEDURE
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Rules of order — Set of rules for conducting a meeting in an organized and efficient manner

   B. Quorum — The number of members needed to be present to legally transact business

   C. Minority — Less than half

   D. Meeting — A single official gathering of a organization's members to transact business

   E. Debate — Formal discussion of a motion

   F. Second — Another member agrees that the motion should come before the assembly

   G. Chair — The presiding officer of the meeting

   H. Adjourn — The official close of the meeting

   I. Bylaws — The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

   J. Division — A demand by a single member that the vote be retaken by rising

   K. Committee — A small group of people designated to perform a specific function

II. Purposes of parliamentary procedure

   A. Democracy in action

   B. Justice to all

   C. Rule of the majority

   D. Rights of the minority

   E. Rights of individual members

   F. Rights of the absentee members should be protected

INFORMATION SHEET

G. Pursuing only one item at a time

III. Function of the gavel — To exercise authority in support of self-government and orderly procedure

(NOTE: Refer to the constitution for the gavel taps and the members' responses.)

IV. Methods of voting

A. Voice vote — Members vote by saying "aye" or "no"

B. Rising vote — Members vote by standing

C. Ballot vote — Members cast a secret, written vote

D. Roll call vote — Members vote when their name is called

E. Voting by mail — Members send in their vote by mail

F. Proxy voting — A power of attorney given by one person to another to vote in their stead

G. Show of hands — An alternate method that can be used in place of rising vote in very small assemblies

V. Types of motion

A. Main motion — The basis of all parliamentary procedure. Provides method of bringing business before the assembly for consideration and action. Can only be introduced if no other business is pending

B. Subsidiary motions — Those that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

C. Privileged motions — Are such that, while having no relation to the pending question, are of such urgency, or importance that they are entitled to immediate consideration; relate to members, and to the organization, rather than to particular items of business

D. Incidental motions — Are those (1) which arise out of a pending question; (2) which arise out of a question that has just been pending; or (3) that relate to the business of the assembly. Incidental motions usually apply to the method of transacting business rather than to the business itself. They have no rank among themselves because they are in order whenever they are incidental to the business of the assembly

E. Restorative motions — Are motions which bring a question again before the assembly for its consideration

INFORMATION SHEET

VI. Classification and types of motions

A. Privileged — In order from highest ranking to lowest ranking

1. Fix the time to which to adjourn
2. Adjourn
3. Recess
4. Raise the question of privilege
5. Call for the orders of the day

B. Subsidiary — In order from highest ranking to lowest ranking

1. Lay on the table
2. Previous question
3. Limit or extend limits of debate
4. Postpone to a certain time (definitely)
5. Commit (refer to a committee)
6. Amend
7. Postpone indefinitely

C. Main — Main motion or main question

D. Incidental

1. Appeal
2. Consideration by paragraph or seriatim
3. Division of the assembly
4. Division of a question
5. Objection to the consideration of the question
6. Parliamentary inquiry
7. Point of order
8. Suspend the rules

E. Restorative

1. Reconsider
2. Take from the table

INFORMATION SHEET

VII. Use of parliamentary procedure during a meeting (Table 1)

Parliamentary Procedure	Use During Meeting
Main motion	Present business for action
Postpone indefinitely	To kill the main motion
Lay on the table	Set matter aside for an emergency reason
Amend	Change or modify
Commit or refer to a committee	Let few attend to a matter
Previous question	Stop debate and amendments and order immediate vote
Suspend the rules	Do something contrary to the rules
Withdraw a motion	Prevent a motion from being voted on
Objection to consideration	Determine whether a question is in accord with bylaws
Question of privilege	Attend to well-being and comfort of the chapter members
Adjourn	Dismiss members from
Fix the time to which to adjourn	Set a time for next meeting
Reconsider	Provide an opportunity to vote a second time on a matter
Parliamentary inquiry	Ask question relating to parliamentary procedure
Point of order	Call attention to procedural error
Appeal	Allow member to question the decision of the chair
Take from the table	Take up an item that was laid on the table
Limit debate	Establish length of time for discussion
Postpone definitely	Defer a matter to a specified time
Recind	Cancel action taken by chapter
Division of the assembly	Question the chair's decision on a voice vote

INFORMATION SHEET

VIII. Steps in the progression of a motion (Transparency #2)

A. Member rises and addresses the presiding officer

EXAMPLE: "Mr./Madame President . . . "

B. Member is recognized

C. Member proposes the motion

EXAMPLE: "I move that . . . "

D. Another member seconds the motion without rising or addressing the chair

EXAMPLE: "Second"

E. The presiding officer states the motion

EXAMPLE: "It is moved and seconded that . . . "

F. Assembly debates and/or amends the motion

G. Presiding officer takes the vote

EXAMPLE: "As many as are in favor say aye. Those opposed say no."

H. The result of the vote is announced

EXAMPLE: "The ayes have it, the motion is adopted, and the chapter will . . . "

IX. Purpose of the a motion to amend — to modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon

X. Ways to amend a motion

A. By inserting or adding

EXAMPLE: "I move to amend the motion by inserting the word 'personal' before the word 'computer'."

B. By striking out

EXAMPLE: "I move to amend the motion by striking out the words 'not to exceed $1000'."

C. By striking out and inserting

EXAMPLE: "I move to amend the motion by striking out the word 'apple' and inserting the word 'cherry'."

INFORMATION SHEET

XI. Duties of the chapter president

- A. Deciding the order of speakers
- B. Remaining impartial
- C. Restraining speakers within the limits of the rules
- D. Enforcing good decorum in debate
- E. Deciding on points of order
- F. Avoiding influencing a vote by commenting on a motion

XII. Characteristics of a parliamentary procedure team member

- A. Desires to work
- B. Is able to use parliamentary procedure
- C. Has strong, clean voice
- D. Is calm
- E. Possesses self-confidence
- F. Is humble
- G. Is dependable

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #1 — USE KINDS OF PARLIAMENTARY PROCEDURE MOTIONS

NAME ____________________ SCORE __________

As a member, you will be a part of the decision-making body of the chapter. The chapter meeting is the place where chapter business is conducted and decisions are made. Meetings go smoothly when correct parliamentary procedures are used.

The purpose of this assignment sheet is to provide you the opportunity to practice using the different kinds of motions. The table that follows gives the classifications and kinds of motions. You are responsible for stating (1) whether a second is required, (2) whether the motion is debatable, (3) whether the motion is amendable, (4) whether the motion requires a two-thirds or simple majority vote or none, and (5) whether the motion can be reconsidered. Write "yes," "no," or the vote required in the appropriate blanks.

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn					
Adjourn					
Recess					
Raise a question of privilege					
Call for the orders of the day					
Lay on the table					
Previous question					
Limit debate					
Postpone definitely					
Commit					
Amend					
Postpone indefinitely					
Main motion					
Appeal					
Consideration by paragraph					
Division of the assembly					
Division of a question					
Objection to the consideration					
Parliamentary inquiry					
Point of order					
Suspend the rules					
Reconsider					
Take from the table					

*See *Robert's Rules of Order, Newly Revised* for exceptions.

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #2 — USE RESOURCES TO ANSWER QUESTIONS ABOUT PARLIAMENTARY PROCEDURE

NAME ______________________________ SCORE ______________

It takes a great deal of study and practice to learn the correct use of parliamentary procedure.

Use your Information Sheet to answer the following questions and complete the following statements.

A. Name two motions that require a two-thirds vote.

1. ______________________________
2. ______________________________

B. What is the purpose of a motion? ______________________________

____

C. What is the purpose of an amendment? ______________________________

____

D. Name five motions that do not require a second.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

E. Name four motions that are not amendable.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

ASSIGNMENT SHEET #2

F. Name three ways a motion may be amended.

1. ______________________________

2. ______________________________

3. ______________________________

	YES	NO
G. Is the motion to take from the table debatable?	______	______
H. Does the motion to adjourn have to be seconded?	______	______
I. Does an amendment require a second before it can be discussed?	______	______
J. Is the motion to lay on the table debatable?	______	______
K. Does the motion to suspend the rules require a two-thirds vote?	______	______
L. Is it necessary to rise when seconding a motion?	______	______
M. Should the presiding officer stand when addressing the chapter?	______	______
N. Is the motion to lay on the table a subsidiary motion?	______	______
O. Is the motion to amend always amendable?	______	______
P. Does the motion to amend always require a second?	______	______
Q. Is the motion to amend always debatable?	______	______
R. May the motion to amend be reconsidered?	______	______
S. Does the motion to lay on the table require a second?	______	______
T. Is the motion to lay on the table amendable?	______	______
U. Does the motion to lay on the table require a majority vote?	______	______
V. Is the motion to adjourn, if a privileged motion, debatable?	______	______
W. Should the presiding officer always be addressed as Mr. or Madam President?	______	______
X. May members discuss a motion before it is seconded?	______	______
Y. Is a good presiding officer tactful, helpful, and fair?	______	______

ASSIGNMENT SHEET #2

	YES	NO
Z. Does one rap of the gavel call the chapter to order?	______	______
AA. May a motion to refer to a committee be debated?	______	______
BB. Is a majority vote required in order to confirm a point of order?	______	______
CC. Does a tie vote on an appeal reverse the decision of the chair?	______	______
DD. Is a majority vote required to close nominations?	______	______

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #3 — USE CORRECT ORDER TO PROCESS A MOTION (RULE OF EIGHT)

NAME ________________________________ SCORE ____________

Chapter members are responsible for using correct procedures to process a motion that is before the membership. Although it is a simple process, it requires some practice.

Write the correct order to process a motion for the situations below.

A. Write the steps necessary to move the main motion, which is "The chapter have a party on Friday, March 15 at 6:30 P.M."

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

B. Write the correct steps to amend the main motion by changing the time from 6:30 P.M. to 7:30 P.M.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

PARLIAMENTARY PROCEDURE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	2/3	Yes
Limit debate	Yes	No	Yes	2/3	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	2/3 opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	2/3	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

A. Any of the following are correct
   1. Rescind
   2. Limit debate
   3. Suspend the rules
   4. Previous question

B. To place information before the body of house

C. To modify, change, or clairfy a motion

D. 1. Question of privilege
   2. Point of order
   3. Division of the house
   4. Parliamentary inquiry
   5. To withdraw a motion

E. Answer should include any four of the following
   1. Adjourn
   2. Question of privilege
   3. Point of order
   4. Appeal
   5. Suspend the rules
   6. Division of the Assembly
   7. Parliamentary inquiry
   8. To withdraw a motion
   9. Lay on the table
   10. Previous question
   11. Call for the orders of the day
   12. object to the consideration of the question
   13. Postpone indefinitely
   14. Take from the table
   15. Reconsider

F. 1. Inserting or adding
   2. Striking out
   3. Striking out and inserting

G. No
H. Yes
I. Yes
J. No
K. Yes
L. No
M. Yes
N. Yes
O. Yes
P. Yes
Q. No
R. Yes
S. Yes
T. No
U. Yes
V. No

ANSWERS TO ASSIGNMENT SHEETS

W. Yes
X. No
Y. Yes
Z. Yes
AA. Yes
BB. No
CC. No
DD. No

Assignment Sheet #3

A. 1. Member rises and addresses the presiding officer
   2. Member is recognized
   3. Member says, "I move that our chapter have a party on Friday, March 15, at 6:30 P.M."
   4. Another member seconds the motion
   5. Presiding officer states motion
   6. Motion is debated
   7. Presiding officer takes the vote
   8. The result of the votes is announced

B. 1. Member rises and addresses the presiding officer
   2. Member is recognized
   3. Member says, "I move to amend the main motion by strking out 6:30 P.M. and inserting 7:30 P.M."
   4. Another member seconds the amendment
   5. Presiding officer states the amendment
   6. The amendment is debated
   7. Presiding officer takes the vote on the amendment
   8. The result of the vote is announced

PARLIAMENTARY PROCEDURE
UNIT III

TEST

NAME ________________________________ SCORE ______________

1. Match to their correct definitions terms associated with parliamentary procedure. Write the correct numbers in the blanks.

______a. To close or terminate a meeting

______b. An official gathering of the members in order to transact business

______c. Less than half

______d. A small group of people designated to perform a specific function

______e. Another member agrees that a motion should come before the assembly

______f. Set of rules for conducting a meeting in an organized and efficient manner

______g. The number of members needed to be present to legally transact business

______h. Formal discussion of a motion

______i. A demand by a single member that the vote be retaken by rising

______j. The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

______k. The presiding officer of the meeting

1. Second
2. Rules of order
3. Bylaws
4. Meeting
5. Chair
6. Committee
7. Debate
8. Minority
9. Division
10. Quorum
11. Adjourn

2. Select from the following list purposes of parliamentary procedure. Write an "X" in the blank before each correct answer.

______a. Allowing majority to rule while respecting the rights of the minority

______b. Limiting debate to five minutes

______c. Letting president control intent of meeting

TEST

______d. Allowing equal rights to all members

______e. Controlling what the chapter does

______f. Allowing full and free debate

______g. Handling up to four items at a time

3. State the function of the gavel.

____

____

4. Match methods of voting to their correct definitions. Write the correct numbers on the blanks.

______a. Members vote by standing

______b. Members vote by saying "aye" or "no"

______c. Members cast a written vote

______d. A power of attorney

______e. Voting when name is called

1. Voice vote
2. Proxy
3. Secret ballot
4. Roll call vote
5. Rising vote

5. Match types of motions to their correct description. Write the correct numbers in the blanks.

______a. Motions that have no relation to the pending question, are of such urgency, or importance that they are entitled to immediate consideration

______b. Motions that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

______c. Motions that bring a question again before the assembly for its consideration

______d. The basis of all parliamentary procedure. Provides method of bringing business before the assembly

______e. Motions that arise out of a pending question; that arise out of a question that has just been; or that relate to the business of the assembly

1. Main
2. Subsidiary
3. Privileged
4. Incidental
5. Restorative

TEST

6. Match types of motions to their correct classifications. Write the correct numbers in the blanks. Answers may be used more than once.

______a. Objection to the consideration of the question

______b. Main motion or main question

______c. Point of order

______d. Amend

______e. Refer to a committee

______f. Parliamentary inquiry

______g. Adjourn

______h. Lay on the table

______i. Division of the assembly

______j. Postpone definitely

______k. Suspend the rules

______l. Previous question

______m. Limit debate

______n. Appeal

______o. Take from the table

______p. Postpone indefinitely

______q. Reconsider

______r. Question of privilege

1. Subsidiary
2. Main
3. Privileged
4. Incidental
5. Restorative

TEST

7. Match parliamentary procedures to their correct uses during a meeting. Write correct numbers in the blanks.

______a. Question the chair's decision on a voice vote

______b. Present business for action

______c. Cancel action taken by the chapter

______d. To kill the main motion

______e. Defer a matter to a specified time

______f. Set aside a matter for an emergency reason

______g. Establish length of time for discussion

______h. Change or modify

______i. Take up an item that was set aside for an emergency reason

______j. Let a few attend to a matter

______k. Allows member to question the decision of the chair

______l. Stop debate and amendments and order an immediate vote

______m. Call attention to procedural error

______n. Do something contrary to the rules

______o. Ask question related to parliamentary procedure

______p. Prevent a motion from being voted upon

______q. Provide an opportunity to vote a second time on a matter

______r. Determine whether a question is in accord with bylaws is relevant

______s. Set a time for the next meeting

______t. Attend to well-being and comfort of the chapter or members

______u. Dismiss members from meeting

1. Adjourn
2. Main motion
3. Postpone indefinitely
4. Division of the assembly
5. Rescind
6. Lay on the table
7. Limit debate
8. Amend
9. Commit or refer to a committee
10. Take from the table
11. Previous question
12. Appeal from the decision of the chair
13. Suspend the rules
14. Withdraw a motion
15. Objection to consideration
16. Question of privilege
17. Fix the time to which to adjourn
18. Reconsider
19. Parliamentary inquiry
20. Point of order
21. Postpone definitely

TEST

8. Arrange in order the following steps in the progression of a motion. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Assembly debates and/or amends the motion

_____b. Member proposes the motion

_____c. Member rises and addresses the presiding officer

_____d. Result of the vote is announced

_____e. Presiding officer states the motion

_____f. Member is recognizes

_____g. Presiding officer takes the vote

_____h. Another member seconds the motion without rising or addressing the chair

9. State the purpose of a motion to amend.

____

____

10. List the common ways to amend a motion.

a. ____

b. ____

c. ____

11. Select from the following list the duties of the chapter president. Write an "X" in the blank before each correct answer.

_____a. Appointing committees

_____b. Deciding the order of speakers

_____c. Voting on all motions introduced

_____d. Enforcing good decorum

_____e. Influencing a vote by giving own opinion

_____f. Seconding motions

_____g. Deciding points of orders

TEST

_____h. Restraining speakers within the limits of the rules

_____i. Favoring friends and senior members

12. State four characteristics of a parliamentary procedure team member.

a. ____

b. ____

c. ____

d. ____

PARLIAMENTARY PROCEDURE
UNIT III

ANSWERS TO TEST

1. a. 11
   b. 4
   c. 8
   d. 6
   e. 1
   f. 2
   g. 10
   h. 7
   i. 9
   l. 3
   k. 5

2. a, d, f

3. The function of the gavel is to exercise authority in support of self-government and orderly procedure

4. a. 5
   b. 1
   c. 3
   d. 2
   e. 4

5. a. 3
   b. 2
   c. 5
   d. 1
   e. 4

6. a. 4
   b. 2
   c. 4
   d. 1
   e. 1
   f. 4
   g. 3
   h. 2
   i. 4
   j. 1
   k. 4
   l. 1
   m. 1
   n. 4
   o. 5
   p. 1
   q. 5
   r. 3

7. a. 4
   b. 2
   c. 5
   d. 3
   e. 21
   f. 6
   g. 7
   h. 8
   i. 10
   j. 9
   k. 12
   l. 11
   m. 20
   n. 13
   o. 19
   p. 14
   q. 18
   r. 15
   s. 17
   t. 16
   u. 1

8. a. 6
   b. 3
   c. 1
   d. 8
   e. 5
   f. 2
   g. 7
   h. 4

9. To modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon.

ANSWERS TO TEST

10. a. By inserting or adding
    b. By striking out
    c. By striking out and inserting

11. b, d, g, h

12. Answer should include any four of the following
    a. Desire to work
    b. Is able to use parliamentary procedure
    c. Has strong, clear voice
    d. Is calm
    e. Possesses self-confidence
    f. Is humble
    g. Is dependable

BECOMING A FBLA LEADER
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to apply leadership skills in the community and local chapter. The student will show this ability by completing assignment sheets and by achieving at least a minimum score of eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define leadership.
2. Select seven characteristics of a leader.
3. Select from a list the reasons for becoming a good leader.
4. Select from a list the steps in becoming a good leader.
5. Match styles of leadership to correct descriptions.
6. State examples of ways to demonstrate leadership.
7. Select from a list characteristics of an active FBLA member.
8. Select from a list characteristics of a strong FBLA chapter leader.
9. List the ways to make a good first impression.
10. Select from a list proper manners to use when eating in public.
11. Match roles found in groups to correct descriptions.
12. List categories of organizations where leadership skills may be used.
13. Select leaders within your community.
14. Rate yourself as a leader.
15. Interview a person in a leadership role.
16. Demonstrate the ability to tie a necktie or scarf.

BECOMING A FBLA LEADER
UNIT IV

SUGGESTED ACTIVITIES

I. Unit contents
  - A. Objective sheet
  - B. Suggested activities
    - 1. Supplements
      - a. Supplement #1 — Leadership Handouts
      - b. Supplement #2 — Production Company Simulation Game
    - 2. Transparency masters
      - a. TM 1 — Leadership
      - b. TM 2 — Traits of a Good Leader
      - c. TM 3 — Leadership Styles
      - d. TM 4 — Roles of a Good Leader
      - e. TM 5 — Roles of a Good Leader (Continued)
      - f. TM 6 — Roles of a Good Leader (Continued)
      - g. TM 7 — Roles of a Good Leader (Continued)
      - h. TM 8 — Roles of a Good Leader (Continued)
  - C. Information sheet
  - D. Assignment sheets
    - 1. Assignment Sheet #1 — Select Leaders Within Your Community
    - 2. Assignment Sheet #2 — Rate Yourself as a Leader
    - 3. Assignment Sheet #3 — Interview a Person in a Leadership Role
  - E. Answers to assignment sheets
  - F. Job sheet
    - 1. Job Sheet #1 — Demonstrate the Ability to Tie a Necktie or Scarf
  - G. Test
  - H. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Obtain materials to supplement unit.

1. Video tape

a. *The Miracle Man.* this tape is available from American Media, Inc.; 1454 30th Street, Suite 105; West Des Moines, Iowa 50265. You may also call toll free 1-800-262-2557.

2. Books

a. *The Situational Leader* by Paul Hersey. This book is available through most libraries or may be purchased from Warner Books, Inc., c/o Ballantine Books, Inc., 201 East 50th Street, New York, New York 10022. You may also call 1-800-638-6460 or (212) 751-2600.

b. *Management of Organizational Behavior: Utilizing Human Resources* by Paul Hersey and Kennith H. Blanchard. This book is available through most libraries or may be purchased for $27.95 from Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan, New Jersey 07675. You may also call (201) 767-5049.

c. *Leadership Development* by George Shinn. This book is available through most libraries or may be purchased from McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, New York 10020. You may also call 1-800-628-0004 or (212) 512-2000.

B. Gather scissors, tape, and construction paper if you are going to use Supplement #2, Production Company Simulation Game.

C. Read the unit and relevant portions of one or more of the books previous mentioned.

D. Provide your students with the objective sheet.

E. Discuss unit and specific objectives.

1. Emphasize the relationship between membership and leadership that must exist in any successful operating organization.

- Introduce the idea that psychologists say that we, the followers, set the limits for what our leaders to be—and where we want them to lead us. Ask your students to react.

- Write selected quotations on the chalkboard to help your students focus on the relationship between leaders and followers.

"When a genuine leader has done his work, his followers will say. 'we have done it ourselves,' and feel that they can do great things without leaders."

Eric Hoffer
Longshoreman-philosopher

SUGGESTED ACTIVITIES

"You take people as far as they will go, not as far as you would like them to go."

Jeannette Rankin
Congresswoman

"In the world men must deal with according to what they are, and not what they ought to be; and the great art of life is to find out what they are, and act with them accordingly."

Charles C. F. Greville
English political writer

"I make progress by having people around me who are smarter than I am—and listening to them. And I assume that everyone is smarter about something than I am."

Henry Kaiser
industrialist

"No man will make a great leader who wants to do it all himself or to get all the credit for doing it."

Andrew Carnegie
Industrialist

F. Discuss information, assignment, and job sheets.

1. Help your students develop personal meaning for the word "leadership." Use Information Sheet, Sections I, II, and III, Transparencies #1 through #3, and Assignment Sheets #1 and #2.

    - Write names of selected leaders on chalkboard. Ask your students if they can identify or associate with any of them. Why or why not? Ask your students what leadership qualities they associate with each leader.

      Martin Luther King (Black leader who headed the Southern Christian Leadership Conference)

      John F. Kennedy (president of the United States; first Catholic president)

      Vince Lombardi (coach of Green Bay Packers and Washington Redskins)

      Chris Evert-Lloyd (tennis champion)

SUGGESTED ACTIVITIES

Neil Armstrong (astronaut; first man on the moon)

Gloria Steinem (female leader)

Shirley Temple Black (diplomat; former actress)

- Ask your students to write the names of at least six national and world leaders that they admire and the names of leaders they do not admire. Ask the students to discuss why they do or do not respect these leaders.

- Help your students make appointments to complete Assignment Sheet #2. Make suggestions or recommendations as needed.

2. Carefully explain the steps of becoming a good leader as presented in Information Sheet, Section IV.

   - Ask your students how they think the leaders mentioned previously became leaders.

   - Ask your students how they might improve themselves as leaders in school.

   - Have your students complete Assignment Sheet #3 and to discuss the results with the class. This openness will help your students to become a leader.

3. Use Transparency #2 to help discuss Information Sheet, Section V.

   - Ask your students how they would categorize the leaders that were discussed earlier.

   - Make a list of various leaders in your community or school on chalkboard and have your students place each leader in the right category.

     (NOTE: Explain to your students that though the categorization that the class arrives at for particular leaders may or may not be exact. You may also add that under given situations, a leader may be required to change leadership style.)

4. Help students begin to realize that leadership is displayed in many ways; use Information Sheet, Section VI.

   - Use Supplement #1, Production Company Simulation Game, to demonstrate the interdependence existing between leaders and followers.

     (NOTE: To be most effective, this simulation should be repeated in five-minute time intervals four times during one class period.)

SUGGESTED ACTIVITIES

- After playing Production Company Simulation Game, ask the following questions:

  What planning, assessing, organizing, delegating, or specializing took place?

  What roles did you see in each group?

  Was there a display of good leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, instruction, and cooperation?

  What happened when a member was absent or did not show up to complete his or her responsibilities, such as that person not being allowed to begin the game?

  What happened when working conditions were not adequate, such as when the scissors were not used for two minutes?

  What happened when members of the production group were late or did not have a good time schedule to follow in completing the task, such as the people who quit working for one minute?

  Was the person who had the idea for what to make the same person who did the cutting and/or taping? Was it the same person who provided encouragement and enthusiasm? Are all roles in the group important? Would the same people always play the same roles regardless of the group's goal or task?

  Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

5. Discuss information and assignment sheets.

   - Emphasize that FBLA membership is the only viable source for good FBLA leaders and officers; use Information Sheet, Sections VII and VIII to discuss characteristics of good members. Have students complete Assignment Sheet #1.

6. Emphasize the importance of leaders making a good first impression; use Information Sheet, Sections IX and X.

   - Have students practice guidelines given in Section IV.

   - Invite a resource person to discuss the importance of using manners while eating in public.

7. Use Transparencies #4 through #8 to help discuss Information Sheet, Section XI. Have your students complete Supplement #2 if you have not already.

SUGGESTED ACTIVITIES

8. Information Sheet, Section XII, can be supplemented with a list provided by each student.

   - Have each of your students list the organizations that they feel leadership skills are necessary and those that leadership skills are not necessary. Write the answers on the chalkboard and discuss the results.

     (NOTE: After you have discussed the results, explain to your students that all organizations require leadership skills.)

G. Assign Job Sheet #1

H. Give test

I. Critique test and discuss in class.

III. Unit references

A. Patton, Bob, et. al. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.

B. Patton, Bob, and Cecil Cox. *Vocational Agriculture III*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

BECOMING A FBLA LEADER
UNIT IV

SUPPLEMENT #1 — LEADERSHIP HANDOUTS

THE MAGIC WORD

- The Magic Word is **ATTITUDE**!!!
- Attitude—the position or bearing as indicating action, feeling, or mood.
- Life is a cause and effect relationship.

  "Human beings can alter their lives by altering their attitudes of mind."

- Your attitude about yourself determines your attitude toward the world.
- Attitude is the reflection of a person—what is going on in the inside shows the outside.
- Expect more good out of life than bad. Expect to succeed more than you fail.
- Your environment is really a mirror of your mental attitude.

  "Small deeds done are better than great deeds planned." — Peter Marshall

  "You won't find many success rules that will work, unless you do." — *Friendly Chat*

  "If you are set on making good somewhere, why not make good where you are?" — *Try Square*

- If I cannot do great things, I can do small things in a great way.

  "Before you can do something, you must first be something." — Goethe

- You must act, look and feel successful before you can become successful.
- Unto himself, each person is the most important individual on earth.
- Before a person can achieve the kind of life he wants, he must become that kind of individual.

  "Success or failure in any undertaking is caused more by the mental attitude—even than by mental capacities." — Walter Dill Scott, Northwestern University

SUPPLEMENT #1

SUMMARY:

1. It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.
2. It is our attitude toward life which will determine life's attitude toward us.
3. We are interdependent. It is impossible to succeed without others. And it is our attitude toward others which will determine their attitude toward us.
4. Before a person can achieve the kind of life he wants, he must become that kind of individual . . . he must THINK, ACT, TALK, WALK, AND CONDUCT himself in all of his affairs—as would the person he wishes to become.
5. The higher you go in any organization of value, the better will be the attitudes you will find.
6. Your mind can hold only one thought at a time. Since nothing can be gained by holding negative thoughts, hold successful positive thoughts.
7. The deepest craving of human beings is to be needed, to feel important, to be appreciated. Give it to them, and they'll return it to you.
8. Part of a good attitude is to look for the best in new ideas . . . and look for good ideas everywhere.
9. Don't waste time broadcasting your personal problems. It probably won't help you—it can't help others.
10. Don't talk about your health unless it's good (unless you are talking to your doctor).
11. Radiate the attitude of well-being, of confidence, of a person who knows where they are going.
12. Treat everyone with whom you come in contact as the most important person on earth.

SUPPLEMENT #1

MIRACLE OF YOUR MIND

- We use only 10% of our mental capacities.

"Successful people are not people without problems; they are simply people who have learned to solve their problems."

Robert Seashore, Chairman
Department of Psychology
Northwestern University

- Living successfully, getting the things we want from life, is a matter of solving the problems which stand between where we now are and the point we wish to reach!

"The only thing about a man that is a man is his mind. Everything else you can find in a pig or a horse."

Archibald Macleish

- Brainstorm daily.

- Of things people worry about:

40% of them will never happen.
30% have already happened and can't be changed.
12% are needless worries about our health.
10% are petty, miscellaneous worries.
8% are real

Therefore, separate the real from the unreal and don't waste time or energy worrying about needless things.

- The only thing in the world that can take you to your goals in life is your mind.

GREEN PASTURES

- Each of use, at this moment, is standing in the middle of his own "acres of diamonds."

- While we're looking at other pastures, other people are looking at ours!

- No matter what your goal may be, the road to it can be found somewhere in the work which you now find yourself.

- Jobs don't have futures; people do.

"Unless a man has trained himself for his chance, the chance will only make him ridiculous. A great occasion is worth to a man exactly what his preparation enables him to make of it." — Matthews

SUPPLEMENT #1

- Develop *intelligent objectivity*.

- Know your profession!

- Successfully serving and getting along with people will determine success or failure.

- To become a professional, study these three subjects:

  1. Our company and industry
  2. Our job
  3. People

  "No man can become rich without enriching others. Anyone who adds to prosperity must prosper in turn."

- We poke ourselves into jugs beyond which we cannot grow. Let's remove the limitations we've set upon ourselves.

- Only preparation can insure our taking advantage of the opportunities which will present themselves in the future; opportunities which are around us now.

- Put your imagination to work on the many ways and means of improving what you are now doing.

  "If a man has any brains at all, let him hold onto his calling, and in the grand sweep of things, his turn will come at last . . . " — McCune

A WORTHY DESTINATION

- Keep track of unusual accomplishments.

- Have a goal—fix in your mind a point you have to reach.

  "What the mind of man can conceive—and believe—it can achieve."

- SUCCESS—"Success is the progressive realization of a worth ideal!"

- Each of us must decide for ourselves what our goal is.

- Proceeding successfully through a lifetime should be a matter of progressively setting and achieving goals, one after another, each a little bit better than the former.

- You can only achieve one goal at a time.

- Establishing a goal is vital to success because "we become what we think about."

  "The man without a purpose is like a ship without a rudder." — Carlyle

SUPPLEMENT #1

THE PHYSICAL YOU

(Mental and Emotional Health)

YOUR DAILY PRACTICE GUIDE TO THE HAPPINESS HABIT

- I will be as cheerful as possible.
- I will try to feel and act a little more friendly toward other people.
- I will be a little less critical and a little more tolerant of other people, their faults, failings and mistakes.
- I will act as if success were inevitable.
- I will practice "acting like" and "feeling like" the new personality.
- I will not let my opinion color facts in a pessimistic or negative way.
- I will practice smiling at least three times during the day.
- I will react as calmly and as intelligently as possible regardless of what happens.
- I will ignore and close my mind to all those pessimistic and negative "facts" which I can do nothing about.

BECOMING A FBLA LEADER
UNIT IV

SUPPLEMENT #2 — PRODUCTION COMPANY SIMULATION GAME

I. Object — Setting and achieving realistic goals; working as a member of a productive team

II. Preparation

A. Make a copy of the box pattern that follows for each group.

B. Divide students into groups of approximately six to eight persons.

C. Provide each group with the following materials: one pair of scissors, one roll of tape, pattern for box, and about 150 sheets of construction paper.

III. Play

A. Explain that each group is to act as a company that makes boxes. Each team should decide on a "company name" and elect a supervisor.

B. Demonstrate how to make construction-paper boxes, using the pattern that follows.

C. Instruct each "company" to set goals for the number of boxes they plan to produce during each five-minute period.

D. Have the supervisor of each company draw slips of paper that have problems written on them before you begin each five-minute session.

EXAMPLES: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show up for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, broke down (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, broke down (team cannot use tape for first minute of the next round)

SUPPLEMENT #2

E. Time each work period, and record the goals and actual achievements on the chalkboard as shown as example below.

EXAMPLE:

	NUMBER OF BOXES							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Period #1	5	2	6	4	3	3	4	3
Period #2								
Period #3								
Period #4								

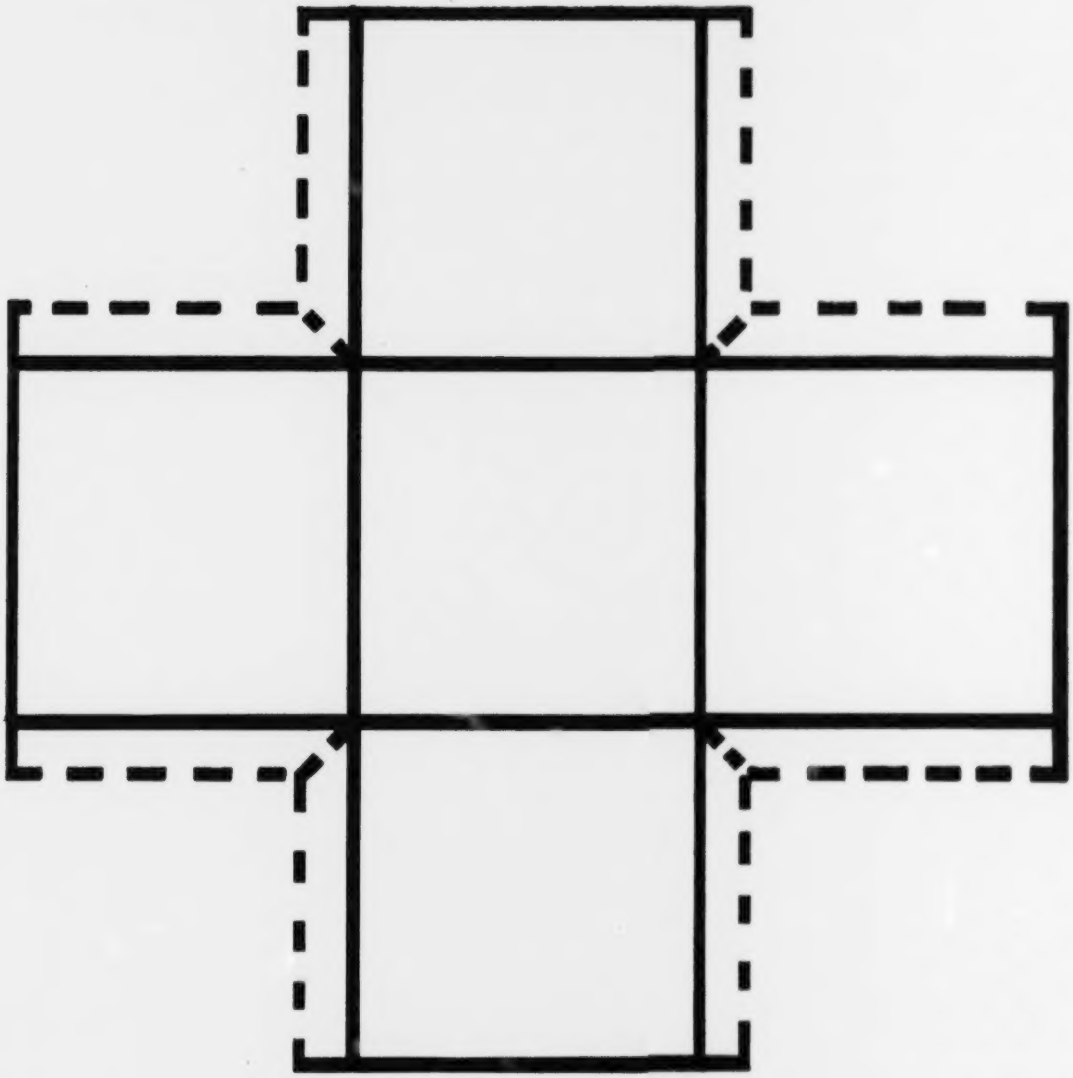
F. Act as the Quality Control Department and do not accept poorly constructed boxes.

G. Remind the "companies" that the number of boxes produced does not count until they have been delivered to you.

(NOTE: After a few five-minute periods, the companies should be setting and achieving realistic goals.)

H. Have students clean up the scraps of paper from the floor and work area.

SUPPLEMENT #1



Leadership

"Leadership is the ability to get a person to do what you want him to do, when you want it done, in a way you want it done, because he wants to do it."

Eisenhower

Leadership Styles

autocratic

democratic

laissez faire

TM #2

Traits of a Good Leader

RESPONSIBLE
HONEST
ENERGETIC
MENTALLY ALERT
INSPIRING
COOPERATIVE
DIPLOMATIC
SELF-CONFIDENT
OPEN-MINDED
PROGRESSIVE
SENSE OF HUMOR
TOLERANT
TACTFUL

Roles Found In Groups

Folks, why don't we do this...
What's your opinion, Janice?
If you want my opinion, I think...
Now, just what time and where should we meet?

Initiator/Contributor

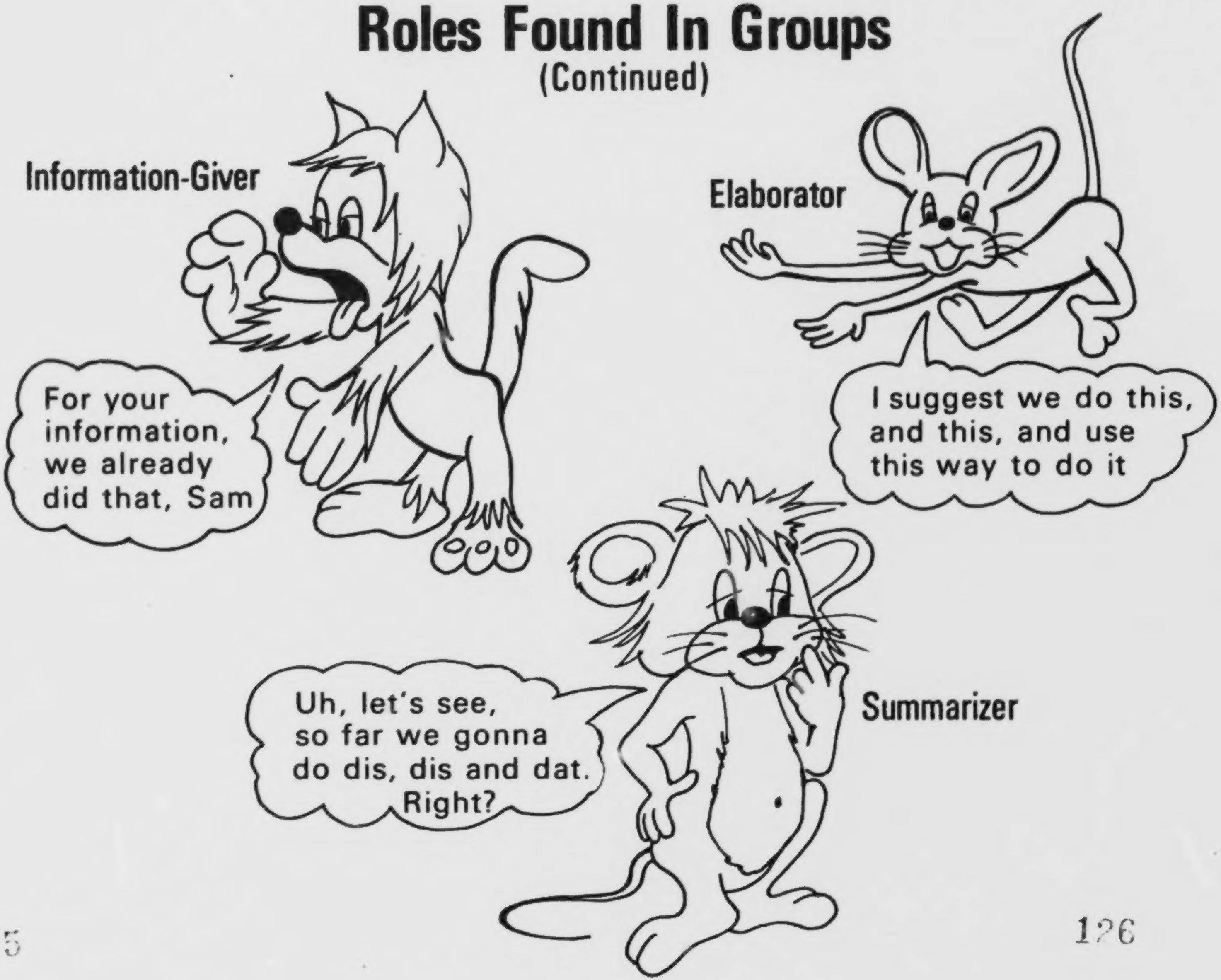
Opinion-Seeker

Information-Seeker

Opinion-Giver

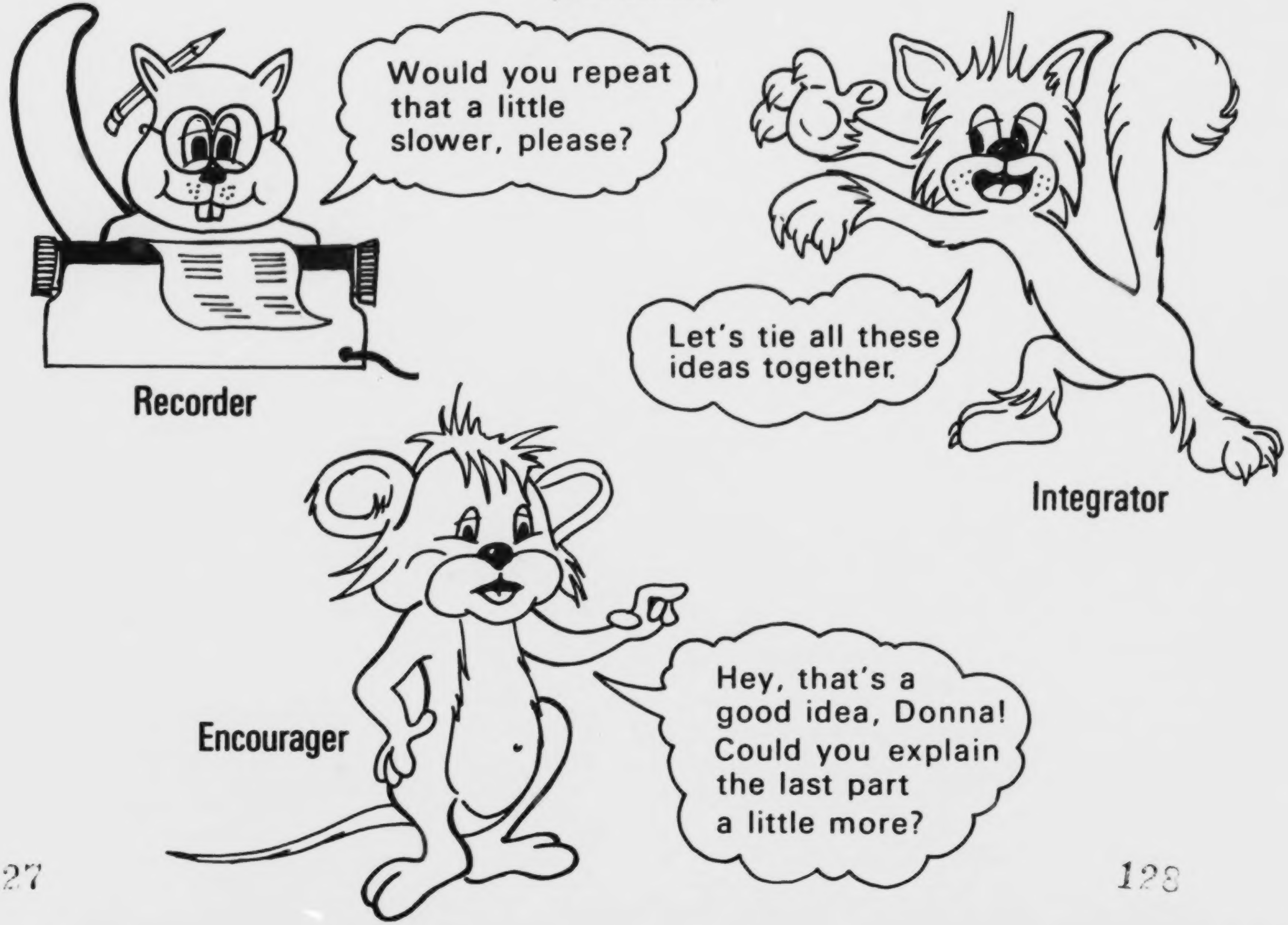
Roles Found In Groups

(Continued)


Information-Giver
For your information, we already did that, Sam
Elaborator
I suggest we do this, and this, and use this way to do it
Uh, let's see, so far we gonna do dis, dis and dat. Right?
Summarizer

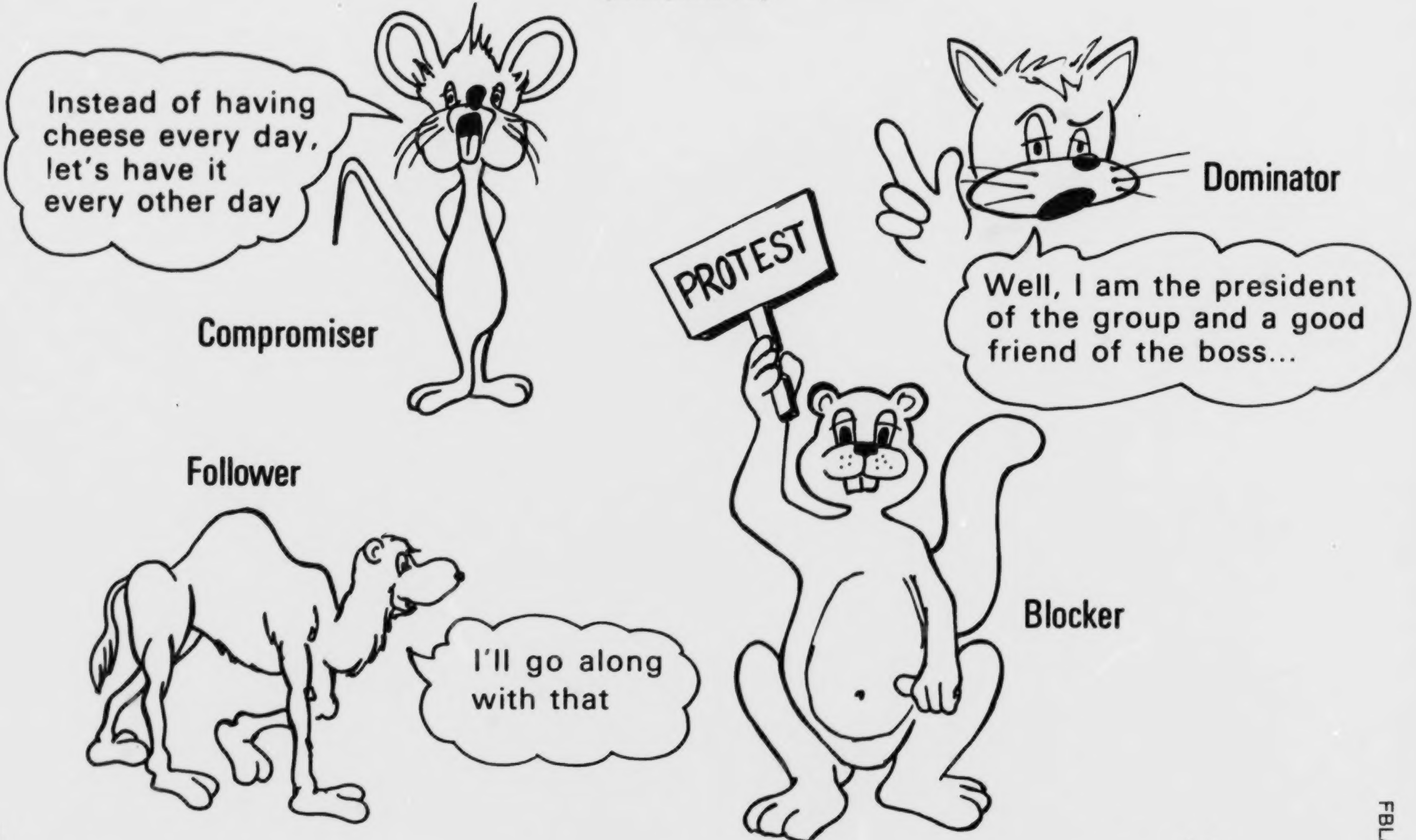
Roles Found In Groups

(Continued)

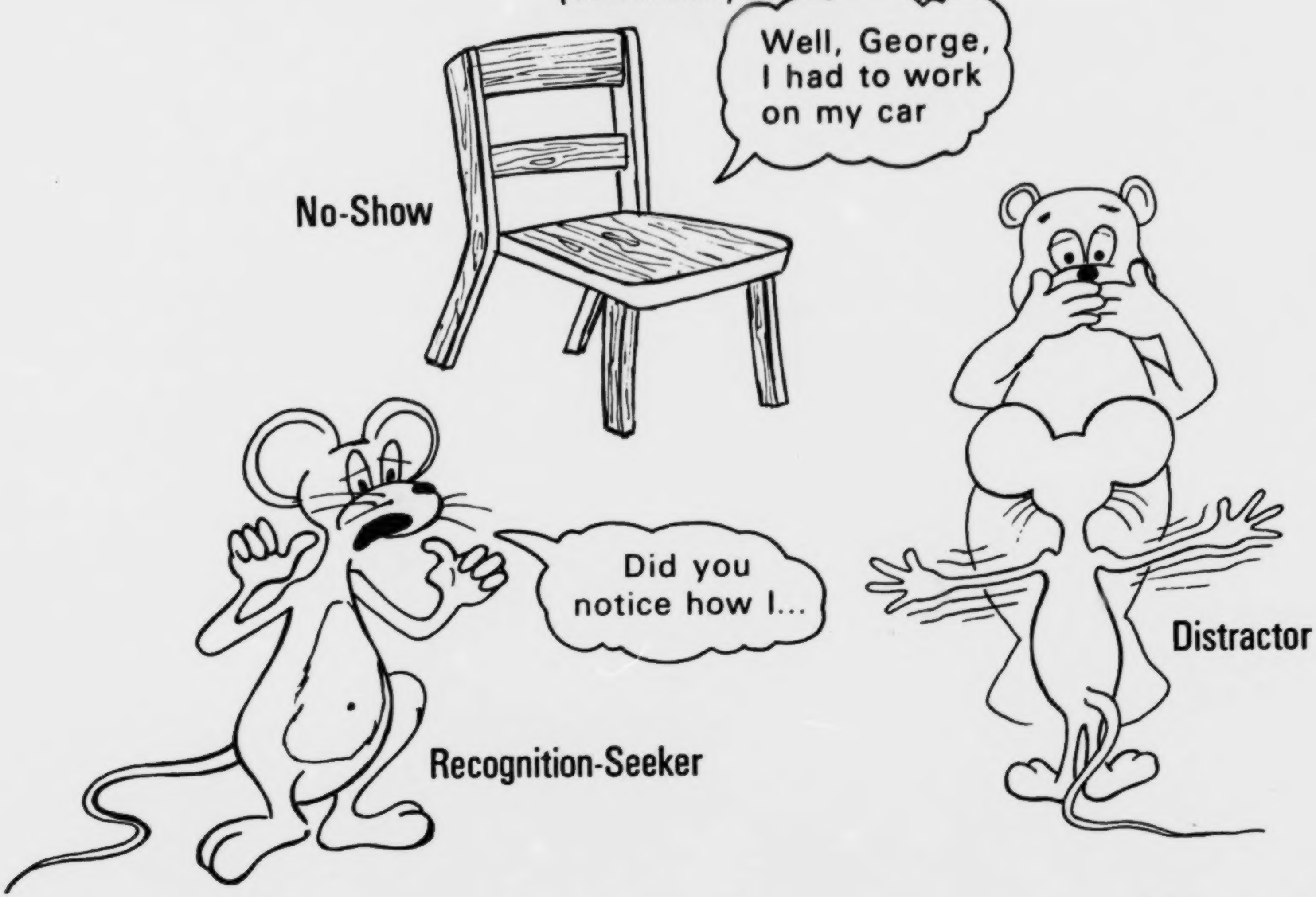

Would you repeat that a little slower, please?
Recorder
Let's tie all these ideas together.
Integrator
Encourager
Hey, that's a good idea, Donna! Could you explain the last part a little more?

Roles Found In Groups

(Continued)


Instead of having cheese every day, let's have it every other day
Compromiser
PROTEST
Dominator
Well, I am the president of the group and a good friend of the boss...
Follower
I'll go along with that
Blocker

Roles Found In Groups
(Continued)


Well, George, I had to work on my car
No-Show
Did you notice how I...
Distractor
Recognition-Seeker

BECOMING A FBLA LEADER
UNIT IV

INFORMATION SHEET

I. Leadership — Combination of qualities which inspires confidence, draws others toward the leader, and causes them to follow (Transparency 1)

II. Characteristics of a FBLA leader

  A. Positive ATTITUDE

  B. Self motivator

  C. Professional

  D. Success oriented

  E. "Self" understanding

  F. Polite

  G. Enthusiastic

  H. Well mannered

  I. Humble

  J. Neatly dressed and groomed

  K. Hard working

  L. Responsible

  M. Patriotic

II. Reasons for becoming a good leader

  A. Develops leadership, which is needed in all fields

  B. Is a challenge to learn leadership skills

  C. Creates respect for others

  D. Helps individuals to mature

  E. Improves living conditions

IV. Steps in becoming a good leader

  (NOTE: Leaders are made, not born.)

  A. Study qualities of a good leader

  B. Evaluate your strong and weak points

INFORMATION SHEET

C. Become a good follower

(NOTE: It is important to become a good follower before becoming a good leader.)

D. Develop a plan for training yourself as a leader

V. Styles of leadership (Transparency 2)

(NOTE: The most successful leader uses all three types of leadership, depending on the circumstances and the people involved. The person who uses only one style will have trouble due to the individual differences of the people in the work group. Certain personalities seem to require different types of leadership.)

A. Autocratic

(NOTE: This style is used best with aggressive, hostile, or insecure persons or in a binding situation.)

1. Does all the planning, organizing, controlling, and coordinating
2. Gives more emphasis to getting the job done than to the feelings of others
3. Is characterized by close supervision

B. Democratic

(NOTE: This style is used best with aggressive, cooperative persons. It works well with established employees and methods.)

1. Shows consideration for others
2. Listens to and uses good ideas from others
3. Is characterized by general supervision
4. Defines goals and lets co-workers use their judgment about how to do the job to some extent
5. Checks with the co-workers periodically to reward and/or make necessary corrections

C. Laissez faire (Lay say fair)

(NOTE: This style is used best with aggressive, cooperative, individualistic persons.)

1. Passes on information and direction from higher authority

INFORMATION SHEET

2. Depends entirely on others to get the job done

VI. Ways to show leadership

A. Family

1. Make an effort to get along with brothers and sisters
2. Make an effort to create cooperation between family members who often quarrel or disagree
3. Perform assigned home chores without balking or fighting
4. Offer to help parents with work projects, or brothers and sisters with homework or personal projects, even if they do not ask
5. Abide by family rules
6. Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree

B. Friends and acquaintances

1. Do not give in to suggestions to do things that you know you should not do, or do not really want to do
2. Be loyal
3. Give good advice if asked for it, and as little as possible if not
4. Help to build friends' confidence by not putting them down, even in fun
5. Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

C. School

1. Treat school properly with respect
2. Be positive toward instructors and school administrators
3. Volunteer to serve on school and chapter committees
4. Do your committee assignment after you have it
5. Speak up in class and in chapter meetings
6. Agree to hold a chapter office if you are asked to do so
7. Be proud of the skills you are learning

INFORMATION SHEET

D. Community

1. Respect community property
2. Make an effort to learn about community government
3. Read the newspaper
4. Obey the laws
5. Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

VII. Characteristics of an active FBLA chapter member

(NOTE: From good FBLA members come good leaders. These leaders must be able to serve as officers and as the chapter's committee chairmen. They also represent their chapter before civic groups and are the ones most frequently seen by the public as leaders.)

A. Assumes responsibility for sharing business at hand during meetings

B. Has pride in chapter; is willing to express ideas for the chapter's benefit

C. Is tolerant of other members' ideas

D. Is aware of purposes of chapter meetings and helps to accomplish these purposes

E. Gives constructive criticism for the good of the chapter

VIII. Characteristics of a strong FBLA chapter leader

A. Has poise, confidence, and the capability to do job

B. Gives proper attention to preplanning FBLA meetings and committee work

C. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

D. Gives credit to others for their contributions.

E. Realizes the importance of letting others share in responsibilities; believes in the FBLA organization and has a sincere desire to serve all members

IX. Ways to make a good first impression

(NOTE: FBLA members and leaders share the responsibility for representing themselves, as well as the local chapter.)

A. Give a firm handshake

(NOTE: Do not grip the other person's hand too firmly or too limply.)

INFORMATION SHEET

B. Smile and look the person in the eye when shaking hands

C. When introduced, repeat the person's name correctly and use it immediately

D. Talk with your new acquaintance, but do not try to do all of the talking

E. Say good-bye with an expression of pleasure for having met the person

X. Proper manners to use when eating in public

(NOTE: More than likely as a FBLA member you will eat in public; perhaps it will be the chapter banquet or maybe even part of a job interview. You will feel more at ease if you know that you are able to use proper manners.)

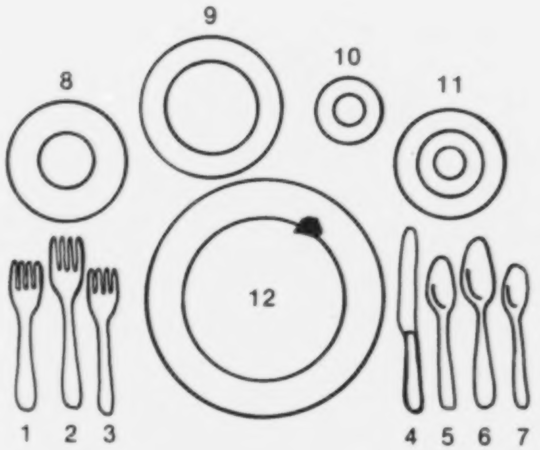
A. Wait to begin eating until everyone at your table has been served

B. Place your napkin on your lap before you start to eat

C. Use the utensil on the outside first and work toward the plate (Figure 1)

(NOTE: Arrangement and amount of silverware on the table can vary according to the type of restaurant and meal.)

FIGURE 1



1. Salad Fork
2. Dinner Fork
3. Pie Fork
4. Dinner Knife
5. Coffee Spoon
6. Soup Spoon
7. Appetizer Spoon
8. Salad Plate
9. Bread Plate
10. Water Glass
11. Coffee Cup and Saucer
12. Dinner Plate

D. Do not move your dishes around

E. Eat quietly, and chew with your mouth closed

(NOTE: Do not talk with your mouth full.)

F. Leave an appropriate tip

(NOTE: A tip of 15 percent of the total bill is acceptable at most restaurants.)

XI. Roles found in groups

A. Initiator/contributor — Suggests or proposes new ideas or changes to the group (Transparency 3)

B. Opinion-seeker — Asks not for the facts primarily but for a clarification of the values involved in a suggestion made or in alternative suggestions (Transparency 3)

C. Opinion-giver — States own beliefs and emphasizes own views (Transparency 3)

D. Information-seeker — Asks for information and facts pertinent to the problem being discussed (Transparency 3)

E. Information-giver — Offers facts or generalizations to the group which are relative to his/her own experiences (Transparency 4)

F. Elaborator — Spells out suggestions in terms of examples (Transparency 4)

(NOTE: The elaborator offers a rationale for suggestions and tries to deduce how any idea or suggestion might work out if adopted by the group.)

G. Summarizer — Pulls ideas together so group might see where they are in their deliberation (Transparency 4)

H. Integrator — Tries to extract key points from several ideas and show what they have in common (Transparency 5)

I. Recorder — Writes down the suggestions and group decisions (Transparency 5)

J. Encourager — Praises, agrees with, and accepts the contributions of others (Transparency 5)

(NOTE: The encourager is able to draw out other people and make them feel their their ideas are important and worth hearing.)

K. Compromiser — Yields own position and admits her/his error or offers to meet halfway (Transparency 6)

INFORMATION SHEET

L. Follower — Goes along with the movement of the group (Transparency 6)

(NOTE: The follower may be an excellent worker but more or less passively accepts the ideas of others, serving as an audience in group discussion and decision-making.)

M. Dominator — Tries to assert authority or superiority in manipulating the group or certain members (Transparency 6)

N. Blocker — Tends to be negative to all ideas, rejecting without reason (Transparency 6)

O. No show — Doesn't care enough to show up for meeting (Transparency 7)

P. Recognition-seeker — Seeks in whatever way possible to call attention to himself/herself or to own activities and accomplishments (Transparency 7)

Q. Distractor — Displays lack of involvement in the group processes (Transparency 7)

(NOTE: Activity may take the form of horseplay, cynicism, fooling around with gadgets, and other forms of distracting behavior.)

XII. Categories of organizations where leadership skills may be used

(NOTE: The purposes and activities of many organizations overlap into several areas. The differences often exist only in membership requirements and in the origin of the organization. A large number of the organizations also include social activities in their program of work.)

A. Work

EXAMPLES: Supervisor, co-worker, union member

B. School

EXAMPLES: AIASA, HOSA, FFA, VICA, DECA, FBLA, FHA HERO, student council

C. Church

EXAMPLES: Youth group, boards, committees

D. Civic/service clubs

EXAMPLES: Kiwanis, Lions, Rotary, Exchange, Jaycees, Masons, Knights of Columbus, Shriners, Odd Fellows, Demolay, Rainbows, Eastern Star, Elks Lodge, Moose Lodge

E. Economic organizations

EXAMPLES: Chamber of Commerce, cooperatives

F. Professional organizations

EXAMPLES: Business and Professional Women, National Education Association

G. Charitable organizations

EXAMPLES: United Fund, Red Cross

H. Advisory committees

EXAMPLES: Vocational program advisory committee, advisory committee for building a new lake near the city

I. Special interest group

EXAMPLES: Veterans of Foreign Wars, American Legion, county fair board, Fraternal Order of Police, ecology groups, Alcoholics Anonymous

J. Political organizations

EXAMPLES: Republicans, Democrats

K. Support groups

EXAMPLES: Parent-Teacher Association, band boosters, FBLA alumni groups

L. Age-oriented groups

EXAMPLES: Scouts, senior citizens groups

M. Athletic groups

EXAMPLES: Riding clubs, ski clubs, Little League

BECOMING A FBLA LEADER
UNIT IV

ASSIGNMENT SHEET #1 — SELECT LEADERS WITHIN YOUR COMMUNITY

NAME ______________________________ SCORE ______________

A. Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

	NAME		LEADERSHIP TRAITS
1.	______________________	a.	______________________
		b.	______________________
		c.	______________________
2.	______________________	a.	______________________
		b.	______________________
		c.	______________________
3.	______________________	a.	______________________
		b.	______________________
		c.	______________________

B. Determine what type of city government you have in your community.

____

____

C. Who are the leaders in city government?

____

____

____

____

D. Name four civic or community clubs in your community.

1. ____
2. ____
3. ____
4. ____

BECOMING A FBLA LEADER
UNIT IV

ASSIGNMENT SHEET #2 — INTERVIEW A PERSON IN A LEADERSHIP ROLE

NAME ______________________________ SCORE ____________

Part of being a leader involves getting along with others. This activity will provide an opportunity for you to experience personal interactions first-hand.

Arrange to interview a leader in your school or community. To help you begin, a list of questions you might ask the leader is given below. Space is provided to allow you to jot down answers given to you during the interview.

A. How long have you served in a leadership role?

____

B. What made you seek this leadership role?

____

____

C. Do you like serving in a leadership role? Why?

____

____

D. What duties accompany your leadership position?

____

____

E. What are the personal and professional benefits of leadership to you?

____

____

____

____

ASSIGNMENT SHEET #2

F. What character traits do you think are common to all leaders?

G. What character traits do you think are not common to all leaders?

BECOMING A FBLA LEADER
UNIT IV

ASSIGNMENT SHEET #3 — RATE YOURSELF AS A LEADER

NAME ______________________________ SCORE ______________

Serving in a leadership role, such as chapter officer or member, can be fun and challenging. It can also be frightening depending on your self-confidence and experience. Leaders tend to exhibit certain personality characteristics.

PART I

Complete the following self-rating scale. Use the key at the end of this assignment to see how you rate and to determine areas in which you need help. Circle the appropriate number following each trait:

4 — outstanding

3 — above average

2 — average

1 — poor

Total your score after completing the questions by adding the circled numbers.

(NOTE: You may want a classmate to rate you to see if the evaluations are the same.)

		Poor	Average	Above Average	Outstanding
A.	Do I maintain a well-groomed appearance?	1	2	3	4
B.	Do I delegate duties?	1	2	3	4
C.	Is my posture alert and poised?	1	2	3	4
D.	Is my disposition cheerful?	1	2	3	4
E.	Am I patient?	1	2	3	4
F.	Do I exert positive leadership?	1	2	3	4
G.	Am I generally thoughtful of the feelings of others?	1	2	3	4

ASSIGNMENT SHEET #3

		Poor	Average	Above Average	Outstanding
H.	Is my enthusiasm sincere and contagious?	1	2	3	4
I.	Do I keep trying until I achieve success?	1	2	3	4
J.	Am I sincere in my interest in other people?	1	2	3	4
K.	Am I working to get ahead?	1	2	3	4
L.	Do I get along well with others?	1	2	3	4
M.	Do I react well to criticism?	1	2	3	4
N.	Do I remember names and faces?	1	2	3	4
O.	Am I always on time?	1	2	3	4
P.	Am I cooperative?	1	2	3	4
Q.	Am I free of prejudice?	1	2	3	4
R.	Do I know how people react in most situations?	1	2	3	4
S.	Am I generally a good listener?	1	2	3	4
T.	Do I refuse to be hurt by what other people say?	1	2	3	4
U.	Can I criticize without giving offense?	1	2	3	4
V.	Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4
W.	Do I enjoy being part of a group?	1	2	3	4
X.	Am I reliable?	1	2	3	4

6

ASSIGNMENT SHEET #3

		Poor	Average	Above Average	Outstanding
Y.	Can I adapt myself to all situations?	1	2	3	4
Z.	Am I not easily discouraged?	1	2	3	4
AA.	Do I apply myself to the problems of each day?	1	2	3	4
BB.	Can I make a decision quickly and accurately?	1	2	3	4
CC.	Am I loyal to my supervisors and associates?	1	2	3	4
DD.	Do I try to understand the other person's point of view?	1	2	3	4
EE.	Am I neat and clean in my work?	1	2	3	4
FF.	Do I know where I make my mistakes, and do I admit them?	1	2	3	4
GG.	Am I looking for chances to serve others better?	1	2	3	4
HH.	Am I following a plan for improvement and advancement?	1	2	3	4
II.	Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
JJ.	Am I dealing honestly and fairly with myself and with others?	1	2	3	4

TOTAL SCORE ______________________

ASSIGNMENT SHEET #3

PART II

Now evaluate your score. If your score totaled over 100, your personality rating is superior. If you have been honest with yourself, you are among the people who are most likely to succeed. A score of 90 to 100 is above average; 75 to 90 is average; below 75 shows plenty of room for improvement.

A. What are your leadership strengths?

B. What are your leadership weaknesses?

C. How do you feel that your leadership skills can be improved?

BECOMING A FBLA LEADER
UNIT IV

JOB SHEET #1 — TIE A NECKTIE OR SCARF

I. Materials

  A. Necktie or scarf

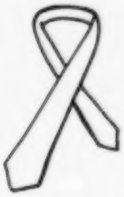
  B. Mirror

II. Necktie

  A. Procedure for tying a four-in-hand knot (Figures 1-6)

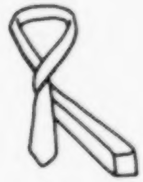
    1. Place tie around neck with wide end longer; cross wide end over narrow end

FIGURE 1



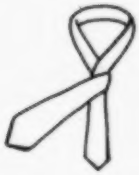
    2. Bring wide end around and back of narrow end

FIGURE 2



    3. Continue bringing wide end completely around and over the front

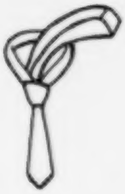
FIGURE 3



JOB SHEET #1

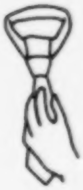
4. Pull wide end back and up through the center of tie

FIGURE 4



5. Pull point of wide end down through loop; form dimple

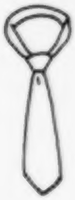
FIGURE 5



6. Tighten by sliding knot toward neck

   (NOTE: You should now have a knot that is perfect in size, softly draped, and neatly dimpled.)

FIGURE 6



7. Repeat steps 1 through 6 several times

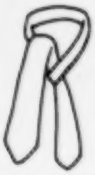
8. Remove necktie

JOB SHEET #1

B. Procedure for tying a Windsor knot (Figures 7-12)

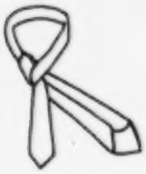
1. Place tie around neck with wide end about 12 inches longer; loop across and up through neck opening

FIGURE 7



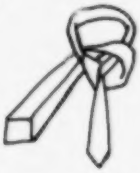
2. Bring wide end around and back of narrow end

FIGURE 8



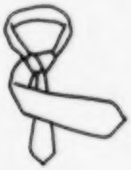
3. Continue bringing wide end up and over side opposite loop to form a V-knot

FIGURE 9



4. Continue this motion down, around, and over the front

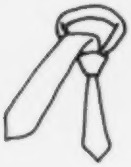
FIGURE 10



JOB SHEET #1

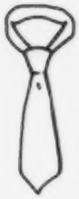
5. Bring wide end back under V-knot and pull up through center

FIGURE 11



6. Work end down through outer loop; dimple and tighten

FIGURE 12



7. Repeat steps 1 through 6 several times

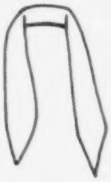
8. Remove necktie

II. Scarf

A. Procedure for tying a single square (Figures 13-17)

1. Place scarf around neck while leaving the right end approximately 3 inches longer than the left end

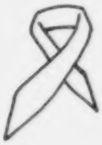
FIGURE 13



JOB SHEET #1

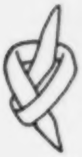
2. Cross the right side over the left

FIGURE 14



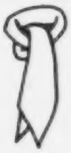
3. Pass the same side (longest) up through the loop

FIGURE 15



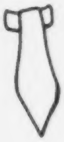
4. Place the long side down in the front

FIGURE 16



5. Pull the short end until the scarf is snug

FIGURE 17



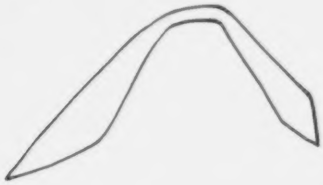
JOB SHEET #1

6. Repeat steps 1 through 5 several times
7. Remove scarf

B. Dog collar square

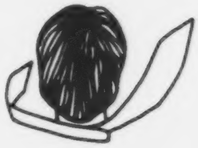
1. Place scarf around neck while leaving the right end approximately 3 inches longer than the left end

FIGURE 18



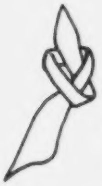
2. Wrap scarf around back of neck

FIGURE 19



3. Pass left side (longer end) over and up through right side

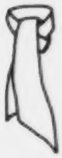
FIGURE 20



JOB SHEET #1

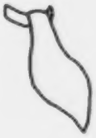
4. Tighten and draw up snug to neck

FIGURE 21



5. Adjust to right side

FIGURE 22



6. Repeat steps 1 through 5 several times.

7. Remove scarf

BECOMING A FBLA LEADER
UNIT IV

TEST

NAME ____________________ SCORE __________

1. Define *leadership*.

____

____

____

2. List seven characteristics of a leader.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

3. Select from the following list reasons for becoming a good leader. Place an "X" in the blanks.

_____a. Creates respect for yourself

_____b. Develops leadership, which is needed in all fields

_____c. Helps individuals to become immature

_____d. Is a challenge to learn leadership skills

_____e. Creates poor living conditions

4. Select from the following list steps in becoming a good leader.

_____a. Become a good follower

_____b. Practice faults of a good leader

_____c. Develop a plan for training others as followers

_____d. Evaluate your strong and weak points

TEST

5. Match the styles of leadership on the right to the correct descriptions by placing the appropriate numbers in the blanks provided.

______a. Passes on information and direction from higher authority; depends entirely on others to get the job done

______b. Shows consideration for others; listens to and uses good ideas from others; is characterized by general supervision; defines goals and lets co-workers use their judgment about how to do the job to some extent; checks with co-workers periodically to reward them and/or make necessary corrections

______c. Does all the planning, organizing, controling, and coordinating; gives more emphasis to getting the job done than to the feelings of others; is characterized by close supervision

1. Autocratic
2. Democratic
3. Laissez faire

6. State three examples of ways to determine leadership in each of the following areas.

a. Family

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

b. Friends and acquaintances

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

TEST

c. School

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

d. Community

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

7. Select from the following list characteristics of an active FBLA chapter member. Write an "X" in the blank before each correct answer.

_____a. Does not understand the role of a member, and lets others do the work

_____b. Is tolerant of other members' ideas

_____c. Has pride in chapter; is willing to express ideas for the chapter's benefit

_____d. Has little, if any, FBLA pride

_____e. Constantly undermines the chapter by petty criticism

_____f. Assumes responsibility for sharing business at hand during meetings

_____g. Thinks own ideas are the only important ones; does not bother to find out the purpose of meetings and makes little effort to help

_____h. Is aware of purposes of chapter meetings and helps to accomplish these purposes

_____i. Gives constructive criticism for the good of the chapter

_____j. Does not exercise the thinking necessary to arrive at worthwhile ideas

TEST

8. Select from the following list characteristics of a strong FBLA chapter leader. Write an "X" in the blank before each correct answer. Characteristics are continued on the next page.

______a. Has poise, confidence, and the capability to do job

______b. Has an interest in serving only own needs

______c. Has a poor attitude toward chapter activities

______d. Imposes ideas and does not respect others' ideas

______e. Gives proper attention to preplanning chapter meetings and committee work

______f. Gives credit to others for their contributions

______g. Lacks the ability and willingness to perform duties

______h. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

______i. Tries to take all the credit; attempts to show own importance and does not share responsibilities

______j. Lets things go until the last minute, and then hopes everything will work out

______k. Realizes the importance of letting others share in responsibilities; believes in the FBLA organization and has a sincere desire to serve all members

9. Describe how to make a good first impression.

10. Select from the following list proper manners to use when eating in public. Write an "X" in the blank before each correct answer.

______a. Use the utensil on the inside first and work away from the plate

______b. Place your napkin on your lap before you start to eat

______c. Answer only important questions while chewing

______d. Do not move your dishes around

______e. Wait to begin eating until everyone at your table has been served

______f. Begin eating when food is served to prevent food getting cold

TEST

______g. Eat quietly, and chew with your mouth closed

______h. Leave an appropriate tip

11. Match roles found in groups on the right to the correct descriptions by placing the appropriate numbers in the spaces provided.

______a. Goes along with the movement of the group

______b. Displays lack of involvement in the group processes

______c. Writes down the suggestions and group decisions

______d. Tries to assert authority or superiority in manipulating the group or certain members

______e. Yields own position and admits her/his error or offers to meet halfway

______f. Tries to extract key points from several ideas and show what they have in common

______g. Seeks in whatever way possible to call attention to himself/herself or to own activities and accomplishments

______h. Asks for information and facts pertinent to the problem being discussed

______i. Tends to be negative to all ideas, rejecting without reason

______j. Pulls ideas together so group might see where they are in their deliberation

______k. States own beliefs and emphasizes own views

______l. Doesn't care enough to show up for meeting

______m. Suggests or proposes new ideas for changes in the group

______n. Spells out suggestions in terms of examples

______o. Praises, agrees with, and accepts the contributions of others

______p. Offers facts or generalizations to the group which are relative to his/her own experiences

______q. Asks not for the facts primarily but for a clarification of the values involved in a suggestion made or in alternative suggestions

1. Initiator/contributor
2. Opinion-seeker
3. Opinion-giver
4. Information-seeker
5. Information-giver
6. Elaborator
7. Summarizer
8. Integrator
9. Recorder
10. Encourager
11. Compromiser
12. Follower
13. Dominator
14. Blocker
15. No-show
16. Recognition-seeker
17. Distractor

TEST

12. List five categories of organizations where leadership skills may be used.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

BECOMING A FBLA LEADER
UNIT IV

ANSWERS TO TEST

1. To be evaluated to the instructor's satisfaction

2. Any seven of the following:

   a. Positive ATTITUDE
   b. Self motivator
   c. Professional
   d. Success oriented
   e. "Self" understanding
   f. Polite
   g. Enthusiastic
   h. Well mannered
   i. Humble
   j. Neatly dressed and groomed
   k. Hard working
   l. Responsible
   m. Patriotic

3. b, d

4. a, d

5. a. 3
   b. 2
   c. 1

6. a. Any 3 of the following:

   1) Make an effort to get along with brothers and sisters
   2) Make an effort to create cooperation between family members who often quarrel or disagree
   3) Perform assigned home chores without balking or fighting
   4) Offer to help parents with work projects, or brothers and sisters with homework or personal projects, even if they do not ask
   5) Abide by family rules
   6) Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree

ANSWERS TO TEST

b. Any 3 of the following:

1) Do not give in to suggestions to do things that you know you should not do, or do not really want to do
2) Be loyal
3) Give good advice if asked for it, and as little as possible if not
4) Help to build friends' confidence by not putting them down, even in fun
5) Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

c. Any 3 of the following:

1) Treat school properly with respect
2) Be positive toward instructors and school administrators
3) Volunteer to serve on school and chapter committees
4) Do your committee assignment after you have it
5) Speak up in class and in chapter meetings
6) Agree to hold a chapter office if you are asked to do so
7) Be proud of the skills you are learning

d. Any 3 of the following:

1) Respect community property
2) Make an effort to learn about community government
3) Read the newspaper
4) Obey the laws
5) Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

7. b, c, f, h, i

8. a, e, f, h, k

9. To be evaluated to the instructor's satisfaction

10. b, d, e, h, h

11.

a.	12	f.	8	j.	7	n.	6
b.	17	g.	16	k.	3	o.	10
c.	9	h.	4	l.	15	p.	5
d.	13	i.	14	m.	1	q.	2
e.	11						

ANSWERS TO TEST

12. Any five of the following:

    a. Work
    b. School
    c. Church
    d. Civic/service clubs
    e. Economic organizations
    f. Professional organizations
    g. Charitable organizations
    h. Advisory committees
    i. Special interest groups
    j. Political organizations
    k. Support groups
    l. Age-oriented groups
    m. Athletic groups

GIVING PRESENTATIONS
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to select a topic; develop an outline; write an introduction, body and conclusion; and give a prepared speech. The student should also be able to prepare and give a demonstration and an illustrated talk. This knowledge will be evidenced by completing assignment sheets and the unit test with a minimum score of eight-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct defintions terms associated with writing and evaluating speeches.
2. Match phases of communication to their correct definitions.
3. Match types of group presentations to their correct descriptions.
4. Select from a list general purposes of a group presentation.
5. Select from a list of guidelines for preparing a successful speech.
6. Arrange in order steps to follow in writing a speech.
7. Select from a list guidelines to follow when gathering information for a speech.
8. State rules for using quotations and statistics in a speech.
9. Discuss reasons for using outlines.
10. Match principal parts of an outline to their correct definitions.
11. Define types of outlines.
12. State ways to develop proper delivery.
13. Select from a list ways to develop and add meaning to the delivery of a speech.
14. State reasons for using gestures when giving a speech.
15. State ways to make a good impression when delivering a speech.
16. List factors to consider when listening to and evaluating a speech.
17. List ten organizations to consider in giving a speech.

OBJECTIVE SHEET

18. List the steps for presenting welcome addresses.
19. List the steps for presenting introductions.
20. List the steps for presenting awards.
21. Give a prepared one-minute talk.
22. Select a speech topic and gather information for a prepared speech.
23. Write an outline for a prepared speech.
24. Write an introduction for a prepared speech.
25. Write the body of a prepared speech.
26. Write the conclusion of a prepared speech.
27. Give a prepared speech.
28. Give a demonstration.
29. Give an illustrated talk.
30. Evaluate another student's presentation.

GIVING PRESENTATIONS
UNIT V

SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

    1. Transparency masters

      a. TM #1 — What Is an Outline?

      b. TM #2 — Principal Parts of an Outline

      c. TM #3 — What Should an Outline Look Like?

      d. TM #4 — Topical Outline Style

      e. TM #5 — Sentence Outline Style

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1 — Give a Prepared One-Minute Talk

    2. Assignment Sheet #2 — Select a Speech Topic and Gather Information for a Prepared Speech

    3. Assignment Sheet #3 — Write an Outline for a Prepared Speech

    4. Assignment Sheet #4 — Write an Introduction for a Prepared Speech

    5. Assignment Sheet #5 — Write the Body of a Prepared Speech

    6. Assignment Sheet #6 — Write the Conculsion of a Prepared Speech

    7. Assignment Sheet #7 — Give a Prepared Speech

    8. Assignment Sheet #8 — Give a Demonstration

    9. Assignment Sheet #9 — Give an Illustrated Talk

    10. Assignment Sheet #10 — Evaluated Another Student's Presentation

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

   A. Review unit and plan presentation.

   B. Obtain materials to supplement unit.

      1. Films

         a. *JJ Gets Ready*, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone, 800-323-5448 or 312-325-6700.

         (NOTE: In this film, JJ and the viewers are introduced to the techniques and procedures of preparing to deliver a speech.)

         b. *JJ Gets on His Feet*. Color, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone 800-323-5448 or 312-325-6700.)

         (NOTE: In this film JJ learns the techniques that will help him to relax, deliver an effective presentation, and become a successful speaker.)

         c. *Oral Communication*. Color, 28 minutes, National AV Center, 1976. Available from the national AV Center, General Service Administration, Section FF, Washington, D.C. 20409.

         (NOTE: The film emphasizes two important aspects of oral communication: delivery and human relations. Appropriate choice of words, speed of speech, and body language are highlighted. Tips on listening cafefully, avoiding arguments, encouraging the other person, and smiling are also illustrated.)

         d. *Speaking to One or One thousand*. Color, 21 minutes, 1980. Available on 16-mm film or ¾-inch videotape. Purchase price $545, but the film can be rented. Available from McGraw-Hill Training Systems, Education Department, McGraw-Hill Book Company, 674 Via de la Valle, P.O. Box 641, Del Mar, California 92014; phone, 691-453-5000.

         (NOTE: This film gives Toastmasters International's tips and dos and don'ts for making presentation.)

      2. Book — *See You at the Top*. Available from Pelican Publishing House, 630 Burmaster Street, Gretna, Louisiana 70053.

      (NOTE: This book gives Zig Ziglar's tips on planning your goals in life, selling yourself to others, and maintaining a positive self-image.)

      - Introduce the film *Oral Communication*, and then show it to the class.

   F. Provide students with unit.

   G. Discuss unit and specific objectives.

SUGGESTED ACTIVITIES

H. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss terms and defintions associated with writing and evaluating speeches.

    - Have students collect pictures from magazines to show different gestures. Display these pictures in the classroom, and ask students to identify the ideas being communicated by each picture.

    - Give students the assignment of watching TV commercials for one night, taking notes on commercials, and then reporting to the class about the commercials that make the best use of gestures to convey their messages

    - Show the class the page of entries you have copied from the *Reader's Guide to Periodical Literature*, or take the students to a library where all the volumes of the guide are available. Explain to students how the guide is used.

2. Use Information Sheet, Section II to discuss the phases of communication and their definitions.

    - Explain the difference between *hearing* a speaker and really *listening* to a speaker. Listening involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—receiving, processing, and evaluating the speaker's message.

    - Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions and gestures, and posture) to communicate a message.)

    - Explain the term *particular purpose* in each of the definitions presented in this section of the information sheet. Point out that people give speeches for one of three reasons: to inform the audience, to persuade the audience, or to integrate the members of the audience (pep talks, speeches of welcome, introductions). People listen to speeches to be informed on a subject, to hear reasons why they should be persuaded by the speaker, and to be integrated into a group.

    - Discuss Assignment Sheet #1 and have each student complete the assignment sheet. This assignment will help the student adapt to speaking before an audience quickly.

    - List the words *inform, persuade,* and *integrate* as three column headings on the chalkboard. Then conduct a class discussion, asking students to give examples of speech topics that might fit under these headings. Give each student an opportunity to come up with a speech topic until it seems the possibilities are exhausted.

      EXAMPLE: A speech about encouraging people to join the alumni association should be classified under the *persuade* column.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Sections III and IV to make students aware of different types of presentations and their purposes. Stress the importance of selecting the right kind of presentation for the purpose required. Have students complete Assignment Sheets #1 and #2.

   - Show film *J.J. Gets to His Feet.*

   - After students review Sections II and III, have them develop a list of situations in which each type of presentation would be most effective.

   - Ask students to state their intended purpose as they complete Assignment Sheet #1. Was the purpose to entertain, inform, or influence?

4. Use Information Sheet, Section V to discuss guidelines for preparing a successful speech.

   - Explain that knowing your audience is one of the most important aspects of a successful speech.

   - Discuss the rest of the guidelines, continuing with the example used for the first guideline. For instance, to illustrate the guideline "choose information that is current and timely," tell students that they should try to center speeches around current events or topics.

5. Use Information Sheet, Sections VI through XI to discuss information students will need in writing a speech: steps to follow in writing a speech, guidelines to follow when gathering information for a speech, rules for using quotations and statistics in a speech, reasons for using outlines, principal parts of an outline, and the types of outlines.

   - Discuss with students the importance of following the order of the steps presented in Section VI of the information sheet. Explain that they will save themselves much time and energy if they do not get the cart before the horse when writing a speech.

   - When discussing Section VII point out to students the various trade magazines and journals available to them in classroom. Show students how to complete tasks associated with researching a subject. For example, show students how to use a table of contents in a magazine to locate articles, how to scan an article to determine its usefulness as a reference, and how to record key information (take notes) from a useful article.

   - Take students on a prearranged field trip to either the school or public library.

   - When discussing Section VIII emphasize that although using statistics and quotations in a speech can serve to help the speaker make a point, their use should be limited, and when used, they must be quoted precisely and in context and be correctly identified as to source and date. Show students how to record quotations and statistics on index cards.

SUGGESTED ACTIVITIES

- When discussing Sections IX through XI point out that outlining is a basic skill used to create the framework in all forms of communication. Explain that students will save time in organizing their ideas and in recognizing their speeches' strengths and weaknesses if they will make outlines *before* attempting to write their speeches. Use Transparency #1 to illustrate your discussion.

  Discuss the parts of an outline, using Transparency #2 to illustrate your discussion.

  Discuss the types of outlines, using Transparencies #3 through #5 to illustrate your discussion.

- Discuss Assignment Sheets #1 through #5. Guide students through these assignment sheets in the order they are presented, and have students turn in one assignment sheet for evaluation before they proceed to the next assignment sheet.

6. Use Information Sheet, Sections XII through XV to discuss information students will need in delivering a speech: ways to develop proper delivery, ways to develop and add meaning to the delivery of a speech, reasons for using gestures when giving a speech, ways to make a good impression when delivering a speech.

   - Introduce and then show film *J.J. Gets Ready* and *Speaking to One or One Thousand*. Ask students to take notes over the methods to develop delivery that are presented in the films. Then have your students volunteer the methods they have listed as you discuss each and write it on the board.

7. Use Information Sheet, Section XVI to discuss factors to consider when listening to and evaluating a speech.

   - Explain that evaluating someone else's speech will also assit you in evaluating the quality of your own speech.

   - Introduce the videotape or cassette tape of *Prepared Public Speaking,* and then show or listen to the tape, asking students to use the factors listed in the information sheet to evaluate the strengths of each of the national winning speakers presented. Discuss students' evaluations after showing or listening to the tape.

8. Discuss Assignment Sheet #6 through #10 and then have students complete each assignment sheet.

   - In Assignment Sheet #6, every student will be required to present the speech he or she has written. Videotape each speech to use as a tool for evaluation and discussion.

9. Discuss Assignment Sheet #10 and have students complete.

10. Use Information Sheet, Section XVII, to discuss organizations that students should consider presenting their presentations for additional practice and experience.

SUGGESTED ACTIVITIES

- Contact one or more of the organizatoins mentioned and make plans for a couple of your students to present a presentation to the organization. This is the best way for your students to prepare for public speaking contests.

11. Use Information Sheet, Sections XVIII through XX, as introductions to presenting welcome addresses, introductions, and awards.

    - Have a student present a welcome address to the class before the one-minute presentations, prepared speech, demonstration and illustrated talk.
    - Have each student present an introduction to the next speaker (student).
    - Have a mock awards presentation and allow each student to present an award to you or a fellow student.

I. Give test.

J. Critique test and discuss in class.

K. Reteach and retest as necessary.

L. Complete appropriate sections of competency profile.

III. Unit references

A. Carnegie, Dale. *How to Develop Self-Confidence and Influence People by Public Speaking*. New York: Pocket Books, Inc., Division of Simon and Schuster, 1977.

B. Eisenson, Jon, and Paul H. Boase. *Basic Speech*. New York: The MacMillan Company, 1975.

C. *How to Make Better Speeches*. New York: Cities Service Oil Company, Division of Marketing Training, 1964.

D. *Leadership of Youth Groups*. Kansas City, Farmland Industries, n.d.

E. Oliver, Robert T., and Rupert L. Cartright. *Effective Speech*. New York: Holt, Rinehart, and Winston, n.d.

F. Patton, Bob. *Vocational Agriculture II: A Curriculum Guide,* Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1975.

G. Patton, Bob, Greg Pierce, and Joyce Sawatzky. *VICA: Learn, Grow, and Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

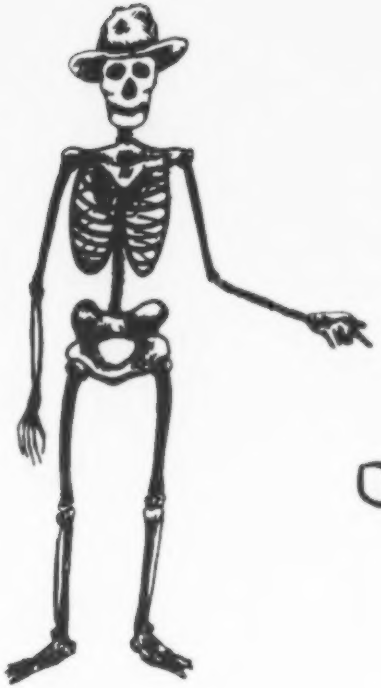
SUGGESTED ACTIVITIES

H. Patton, Bob, and Keith Harp. *Vocational Agriculture I: A Curriculum Guide*. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

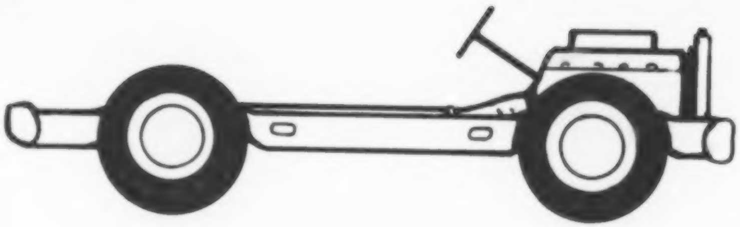
I. Zigler, Zig. *See You at the Top*. Gretna, Louisiana: Pelican Publishing Company, 1982.

What Is an Outline?

A Skeleton —



or a Frame —



An outline forms the framework of a speech.

Principal Parts of an Outline

I. INTRODUCTION: Arouses interest in you and indicates your appreciation of the audience.

II. BODY: Develops the main idea; lets the audience know what they are to hear and prepares them for good listening.

III. CONCLUSION: Summarizes, reviews, urges action, or gains respect for ideas expressed.

What Should an Outline Look Like?

I. INTRODUCTION

II. BODY

    A. First main point
        1. Subpoint #1
        2. Subpoint #2

    B. Second main point
        1. Subpoint #1
        2. Subpoint #2

III. CONCLUSION

Topical Outline Style

TITLE

Disease Cures

I. INTRODUCTION

Importance of research

II. BODY

A. First Main Point
Identification of disease's cause
1. Subpoint #1
2. Subpoint #2

B. Second Main Point
Isolation of disease
1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

Possible cure

Sentence Outline Style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. **BODY**

A. **First main point**
The initial research begins with locating the disease's cause.
1. Subpoint #1
2. Subpoint #2

B. **Second Main Point**

After finding the cause, the disease is isolated and tested.
1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

GIVING PRESENTATIONS
UNIT V

INFORMATION SHEET

I. Terms and definitions associated with writing and evaluating speeches

A. Speech — The communication or expression of thoughts in spoken words

B. Communication — Two-way process of speaking and listening

C. *Reader's Guide to Periodical Literature* — Monthly publication that identifies current magazine articles

(NOTE: The *Reader's Guide to Periodical Literature* may be found in most public libraries.)

D. Quotation — Statement in which another person's words are cited exactly

E. Statistics — Data in the form of facts and figures

F. Gesture — Facial expression or body motion used to emphasize an idea (Figures 1 and 2)

EXAMPLES:

FIGURE 1

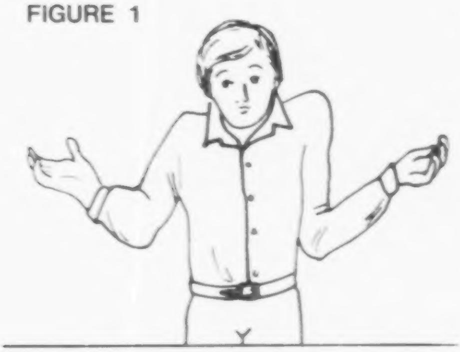
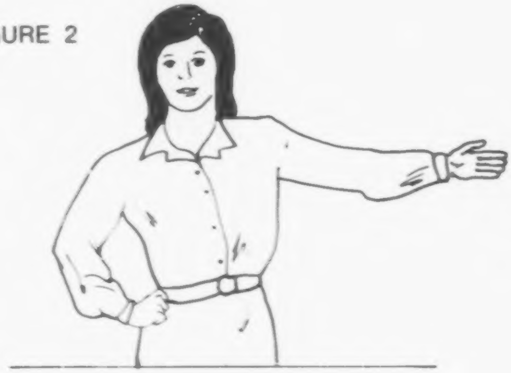


FIGURE 2



G. Articulate — To talk distinctly

H. Pronunciate — To pronounce words correctly

I. Attitude — Position assumed for a specific purpose

J. Poise — Easy, self-possessed assurance of manner

K. Fluency — Quality of being effortlessly smooth and rapid; polished

L. Outline — Logical organization of ideas that forms the framework of any story, essay, or other form of information

M. Context — Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

INFORMATION SHEET

II. Phases of communication and their definitions

   A. Speaking — Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

   (NOTE: The speaker must use effective verbal skills [proper diction, grammar, pronunciation] as well as effective nonverbal skills [visible body movements, facial expressions and gestures, posture] to communicate a message.)

   B. Listening — Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

   (NOTE: Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—really hearing the speaker's message.)

III. Types of group presentations

   A. Demonstration — Presentation illustrating the step-by-step procedure for performing a task or assignment

   B. Illustrated talk — Presentation using visual aids and objects to assist in making a point

   C. Panel discussion — Presentation in which three or more individuals discuss a topic from different points of view

   D. Prepared speech — Formal presentation following a logical sequence

   E. Oral report — Presentation covering the facts of a speech, report, or written document

IV. General purposes of a group presentation

   A. To inform

   B. To influence

   C. To entertain

V. Guidelines for preparing a successful speech

   A. Choose an idea that is interesting to the audience

   B. Choose an idea that is striking, different, or unusual

   C. Choose information that is current and timely

   D. Make presentation clear to yourself

   (NOTE: Think about logical order.)

   E. Phrase speech clearly for your audience

   F. Explain any new ideas or terms related to subject (topic)

INFORMATION SHEET

G. Practice giving your speech

VI. Steps to follow in writing a speech

A. Select a familiar subject

B. Research available references

C. Record key information

EXAMPLE: Write on 3×5 cards

D. Develop an outline

E. Write a rough draft

F. Revise rough draft

G. Type or print the final copy

VII. Guidelines to follow when gathering information for a speech

(NOTE: Background information is available for the person who will look for it. The following list includes only a few reference possibilities.)

A. Check personal books

B. Review back issues of trade and business magazines

C. Check school and public libraries

D. Use *Reader's Guide to Periodical Literature* to locate magazine articles

E. Write to associations

F. Interview a resource person

EXAMPLES: President of a civic club, business owner, local politician

G. Contact appropriate federal, state, or county government agencies

H. Check educational facilities and their publications

I. Check newspapers

(NOTE: Many newspaper editors have very useful information.)

VIII. Rules for using quotations and statistics in a speech

A. Use only when needed to make a point

(NOTE: Limit the use of quotations in your speech; the audience wants to hear your opinions, not another author's opinions.)

INFORMATION SHEET

B. Make sure the source and date of information are accurate

(NOTE: It is common courtesy to cite the author's name, and doing so often helps support your information.)

C. Keep the true meaning of the quotations and statistics

(NOTE: Use quotations and statistics in their original context.)

IX. Reasons for using outlines

A. To help you recognize the speech's strengths and weaknesses

B. To help you in organizing and developing your ideas

C. To help you save time when writing the speech

X. Principal parts of an outline and their definitions

A. Introduction — Beginning of speech; should attract and motivate audience

(NOTE: The introduction to a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.)

B. Body — Central theme of speech; carries main ideas

(NOTE: The body of a speech carries the speaker's message. It consists of the main points, subdivisions, and supporting detail. Its main objective is to develop fully the theme of your presentation.)

C. Conclusion — End of speech; reviews or summarizes main points of speech, or asks for action

(NOTE: The end of a speech is just as important as the beginning and must be accorded its proper allotment of preparation. Your conclusion must do two things: give your audience a feeling of completeness or satisfaction in terms of your having done what you set out to do, and center attention on the whole idea of your speech rather than on any part of it. In short, it must drive home the central message of the speech.)

XI. Types of outlines and their definitions

A. Topical — Outline style using key words or phrases to express the order of the thoughts to be presented in a speech (See Figure 3)

B. Sentence — Outline style using complete sentences to express the order of the thoughts to be presented in a speech

(NOTE: The sentence outline is more complete and therefore usually a better outline style for beginning speakers to use. See Figure 4.)

INFORMATION SHEET

EXAMPLES:

FIGURE 3: Topical outline style

TITLE

Disease Cures

I. **INTRODUCTION**

Importance of research

II. **BODY**

A. **First main point**

Identification of disease's cause

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

Isolation of disease

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Possible cure

FIGURE 4: Sentence outline style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. **BODY**

A. **First main point**

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

XII. Ways to develop proper delivery

A. Practice speech in front of mirror

B. Use tape or video recorder for evaluating delivery

C. Practice giving speech in front of another person

INFORMATION SHEET

XIII. Ways to develop and add meaning to the delivery of a speech

A. Maintain eye contact

B. Gesture

EXAMPLES: Use your hands; vary facial expression

(NOTE: Be yourself, but do not overact. Overacting focuses the audience's attention on the speaker, not on the speech.)

C. Maintain good posture

D. Move around

E. Use voice control

XIV. Reasons for using gestures when giving a speech

A. To emphasize specific thoughts

B. To convey attitudes or moods

C. To express thoughts and feelings

XV. Ways to make a good impression when delivering a speech

A. Be neatly groomed

B. Be prepared

(NOTE: The best way to be prepared is to practice your speech until you know it well and can deliver it smoothly.)

C. Let all important actions and gestures be seen clearly

D. Be enthusiastic and confident

E. Recognize that some fear is normal; do not get too upset

F. Speak clearly and in a pleasant tone of voice

XVI. Factors to consider when listening to and evaluating a speech

A. Content of speech

1. Important and appropriate subject
2. Suitable materials
3. Accurate statements included
4. Evidence of purpose

INFORMATION SHEET

B. Composition of speech
  1. Clear organization of content
  2. Appropriate language
  3. Unity of thought
  4. Proper sentence structure
  5. Logical development
  6. Accomplishment of purpose

C. Speaker's voice quality
  1. Proper pitch
  2. Proper articulation
  3. Proper force
  4. Proper pronunciation

D. Speaker's stage presence
  1. Appropriate attitude
  2. Good poise and body posture
  3. Ease before audience
  4. Appropriate personality

E. Speaker's personal appearance
  1. Neat appearance
  2. Appropriate dress

F. Speaker's power of expression
  1. Fluent
  2. Direct
  3. Proper emphasis
  4. Good communicative ability
  5. Sincere
  6. Good conveyance of thought and meaning

G. Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

H. General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

XVIII. List of organizations to consider in giving a presentation:

Optimist Club

Lions Club

Kiwanis Club

Chamber of Commerce

Jaycees

Licensed Practical Nurses Association

Sales and Marketing Executive

INFORMATION SHEET

Vocational Associations

League of Women Voters

State Education Association

Rotary Club

Toastmasters

Secondary School Principals

State Board of Education

Local School Board

Chief School Officers

Parent Teacher Association

American Legion

Century Club

Veterans of Foreign Wars

Labor Unions (AFL-CIO, etc.)

Medical Society

Other Youth Organizations (School, Vocational, Special Prgrams, Boy Scouts, etc.)

Better Business Bureau

Agency to Reduce Crime

Women's Club

Knights of Columbus

Retail Merchants Association

Public School Assemblies

City Council Meetings

House of Representatives and/or Senate

Local Business or Industry Board Meetings

XVIII. Steps for presenting welcome addresses

A. Always stay calm

B. State the purpose of meeting

INFORMATION SHEET

C. Give your appreciation to the audience's attendance

XIX. Steps for presenting introductions

A. Always stay calm

B. Give brief background information about speaker

EXAMPLES: High school, organizations, family, hobbies, education, occupations, etc.

C. State the presentation's title (if possible)

D. State speaker's name last

E. Keep introduction under 1½ minutes

F. Lead applause

G. Remain at podium until the speaker arrives at podium

H. Go around the speaker to your seat, not in front of the speaker

XX. Steps for presenting awards

A. Explain the award's importance

B. Introduce the recipient while discussing the recipient's accomplishments

C. Shake the recipient's *right* hand while handing the award with your left hand.

(NOTE: This procedure requires your hands to cross, therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)

D. Encourage the recipient to face the audience

E. Lead applause

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #1 — GIVE A PREPARED ONE-MINUTE TALK

NAME ______________________ SCORE __________

One of the best and easiest ways to begin preparing a presentation is to select a topic with which you are very familiar.

Prepare a one-minute talk about yourself, using the situation below

> You have just been informed by your instructor that you are to meet a new chapter member at the airport at 8:00 p.m. You have never met this person. Describe yourself in detail so that the person will be able to identify you in the crowd at the airport.

(NOTE: Prepare your remarks and description below and on the back of this page.)

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #2 — SELECT A SPEECH TOPIC AND GATHER INFORMATION FOR PREPARED SPEECH

NAME ____ SCORE ________________

Perhaps the most difficult part of writing a speech is getting started—selecting a topic and gathering information on that topic. In this assignment sheet you will be guided through these two "getting started" phases of speech writing.

PART I: Selecting a speech topic

When selecting a topic for a speech, you should choose a subject that is familiar and interesting to you. Since most students are interested in business and office, the following list of speech contests available to members would probably be a good starting place to help you select a speech topic. Study this list carefully and then follow the directions in Sections A and B.

- Prepared Public Speaking Contest

  (NOTE: A speech for this contest must be on a previously announced subject. The winner of the state contest participates in a subregional contest. The top two speakers from each subregional contest participate in a regional contest, and the winner from each regional contest participates in the national contest.)

- Extemporaneous Public Speaking Contest

  (NOTE: The contestants at this contest draw three topics and then choose the topic they wish to speak on from one of those three. Each contestant is allowed thirty minutes to prepare a three- to five-minute speech. The contestants present their speeches and then must answer questions put to them by the contest judges. The winner of the state contest participates in a subregional contest. The top two speakers in each subregional contest participate in a regional contest, and the winner from each regional contest participates in the national contest.)

ASSIGNMENT SHEET #2

PART II: Gathering information

Gathering information to develop your speech topic consists of two stages: (1) selecting possible reference materials and (2) recording key information from those references. To help you through these stages, follow the directions and complete Sections A and B.

A. Reread Section V of the information sheet, concerning guidelines to follow when gathering information for a speech, and then list possible references that may help you in finding background information to develop your speech topic. List those reference sources on the blanks below.

Possible reference sources:

ASSIGNMENT SHEET #2

B. Recording key information from your references

Recording key information from your resource material (note-taking) involves quoting another person's thoughts or summarizing another person's thoughts in your own words in such a way that the idea is clear to you and the original thought has not been distorted.

Read the following guidelines for recording information, and then, using the sources you listed in Section A, take notes to help you develop your speech topic. Hand in your notes to your instructor for evaluation.

Guidelines for recording information

- Record information on 3×5 cards.
- If you are in doubt about whether or not to take a note, take it. It is easier to discard a note you do not need than to relocate a source.
- Summarize information in your own words without distorting the original thought.
- Do not copy information word-for-word from the original unless your source concisely sums up a great deal of information and you want to incorporate that quotation into your speech.
- If you copy a quotation, make sure you enclose it in quotation marks so later you will know that the note was quoted verbatim.
- Cite on each card the source and date of the information you have recorded.

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #3 — WRITE AN OUTLINE FOR A PREPARED SPEECH

NAME ______________________________ SCORE ______________

After gathering information from available sources, the next step in developing a speech is to make an outline. After you have reviewed the notes you took over your reference material, outline your speech, using the space below. Use either the topic or sentence outline style discussed in Section IX of the information sheet. Have your instructor evaluate the completed outline.

TITLE

____

I. **INTRODUCTION**

____

____

II. **BODY**

A. **First main point**

____

____

1. Subpoint #1

____

____

2. Subpoint #2

____

____

B. **Second main point**

____

____

ASSIGNMENT SHEET #3

1. Subpoint #1

____

____

2. Subpoint #2

____

____

III. **CONCLUSION**

____

____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #4 — WRITE AN INTRODUCTION FOR A PREPARED SPEECH

NAME ______________________________ SCORE ____________

The introduction sets the stage for your speech. Select your words carefully. The introduction should be written in such a manner that the audience can identify with your speech. Make your sentences have meaning.

Using the outline you developed in Assignment Sheet #2, write the introduction to your speech. You may use the space below for your introduction. If more space is needed, use the back of this page. Have your instructor evaluate your completed introduction.

Speech title: ______________________________

Introduction: ______________________________

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #5 — WRITE THE BODY OF A PREPARED SPEECH

NAME ______________________ SCORE __________

The body of your speech is the heart of the speech. This part should be filled with useful information. The speech should flow from one point to another. Use words that have meaning and words that you feel comfortable using. If you use dates and figures, make sure that the sources are given.

A considerable amount of time should go into preparing this part of your speech. Using the outline you prepared in Assignment Sheet #2, write the body of your speech. Complete your speech body on notebook paper. Read through your speech and make modifications as needed. Have your instructor evaluate the completed body of your speech.

Speech title: ______________________________

Body: ______________________________

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #6 — WRITE THE CONCLUSION OF A PREPARED SPEECH

NAME ____ SCORE ________________

The conclusion should be short and closely tied to the text of your speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

Using the outline you developed in Assignment Sheet #2, write the conclusion to your speech. Use the space below to write your conclusion. If more space is needed, continue on the back of this page. Have your instructor evaluate your completed conclusion.

Speech title: ____

Conclusion: ____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #7 — GIVE A PREPARED SPEECH

NAME ______________________________ SCORE ______________

The time has arrived for you to prepare the final draft of your speech. Use Assignment Sheets #4, #5, and #6 as your rough draft. Rewrite your speech, making the introduction, body, and conclusion fit together. Review the speech closely to make sure that it flows. Rework any unfavorable words or incomplete statements.

The following points may assist you.

- Study and restudy your speech. Make sure that you know your speech; memorize it if necessary.

  (NOTE: A good way to memorize your speech is by reading it aloud several times.)

- Practice your speech in front of a mirror. This will allow you to practice the use of gestures.

- Tape or video record your speech and play it back. This will give you an opportunity to hear how you sound or to see and hear how you deliver your speech.

Now that you have studied your speech, you are ready to deliver your speech. The following information will assist you in your delivery.

- Be neatly groomed.
- Be prepared.
- Maintain eye contact.
- Gesture.
- Maintain good posture.
- Move around.
- Let all important actions or gestures be seen clearly.
- Recognize that some fear is normal.
- Speak clearly and in a pleasant tone of voice; use voice control.

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #8 — GIVE A DEMONSTRATION

NAME ______________________________ SCORE ______________

Demonstrations are much easier to develop and present than are other types of presentations. However, thorough preparation before giving the demonstration is important.

PART I

Select a topic that interest you and give a demonstration. Use the following work sheet to help you prepare your presentation.

TOPIC: ____

A. What tools and equipment do you need?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

ASSIGNMENT SHEET #8

B. What visuals to you need?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

C. Where will you present the demonstration? ______________________

(NOTE: Remember, everyone in the room must be able to see your presentation. Always check the room arrangement before giving your presentation.)

D. Having identified your topic and listed the equipment and tools needed, prepare your presentation. Use the following information to assist you.

- Make sure that your topic is current and that you are thoroughly familiar with the content.
- Develop your demonstration.
- Practice your demonstration and revise as necessary.
- Review the time frame; your presentation should not run over fifteen minutes.
- Make sure that the visuals used during your presentation are large enough to be seen by all people in attendance.
- Make sure that all of your tools and equipment are available, in working condition, and clean.
- Check the meeting place several days prior to giving the presentation.
- Make sure that safety procedures are followed while giving the demonstration.

ASSIGNMENT SHEET #8

PART II

This part of the assignment will be used by the instructor or another student to evaluate your demonstration. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your demonstration.

A. What was the length of the presentation? ____________________

B. Did the demonstration follow a logical sequence ? Yes ______ No ______

C. Did the presenter speak in a clear, distinct tone? Yes ______ No ______

D. Was the demonstration interesting? Yes ______ No ______

E. Could the demonstraton be seen clearly, and were all visuals used large enough to be seen? Yes ______ No ______

F. Were proper safety procedures followed? Yes ______ No ______

If no, what safety procedures were not followed? ____________________

____

____

____

____

G. Did the presenter have all of the necessary tools and equipment?

Yes ______ No ______

H. What, if any, tools were missing? ____________________

I. Rate the presenter: Excellent ______ Good ______ Fair ______ Poor ______

J. What were the strengths of the presentation? ____________________

____

____

____

____

____

ASSIGNMENT SHEET #8

K. What were the weaknesses of the presentation? ______________________________

____

____

____

____

____

L. In what ways could the presentation have been improved? ______________________

____

____

____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #9 — GIVE AN ILLUSTRATED TALK

NAME ____ SCORE ________________

You have been asked to give a three-minute illustrated talk. Use interesting and relevant visuals when giving an illustrated talk

PART I

A. Select a topic that interests you.

TOPIC: ____

B. Determine where the talk will be given. ____________________________________

(NOTE: People must be able to see your visuals during the talk. Check the room arrangement before giving your talk.)

C. Select and prepare visuals from the list below. Select types of visuals you will be using and write a brief description of each.

1. Charts ____
   ____
2. Models ____
   ____
3. Posters ____
   ____
4. Photographs ____
   ____
5. Actual objects ____
   ____
6. Transparencies ____
   ____
7. Other ____
   ____

ASSIGNMENT SHEET #9

D. List the equipment you will need.

1. ______________________________

2. ______________________________

3. ______________________________

E. Now that you have selected your topic, have identified where the talk will be given, and have determined the types of visuals you will need, you can start preparing your talk. The following information may be helpful to you.

- Make sure that the topic you selected is timely and that you feel comfortable with the topic.
- Review the time frame; the talk should not run over ten minutes
- Your visuals are the key to your presentation. Make sure they are large enough to be seen at the back of the room. Colors make your visuals stand out better and illustrate selected points.
- Arrange your visuals according to the points you wish to make.
- Practice your talk several times, paying close attention to your time.
- Handle your visuals skillfully:

  Address the visual and the audience;

  Using a pointer, point to the visual to illustrate specific points;

  Place visual at the back of the stack and continue with your talk.

PART II

This part of the assignment will be used by the instructor or another student to evaluate your illustrated talk. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your talk.

A. What was the length of the talk? ______________________________

B. Did the talk hold the attention of the audience? Yes ______ No ______

C. Did the talk follow a logical sequence? Yes ______ No ______

D. Could the visuals be clearly seen from the back of the room? Yes ______ No ______

E. Were the visuals appropriate for the topic? Yes ______ No ______

ASSIGNMENT SHEET #9

F. Rate the use of visuals:

Overused ☐

Used appropriately ☐

Used very little ☐

G. Did the presenter handle the visuals correctly and skillfully? Yes ______ No ______

H. Rate the speaker's delivery.

1. Voice

_______a. Voice was loud

_______b. Voice was soft

_______c. Speaker spoke fast

_______d. Speaker spoke in monotone

Comments: ____

____

2. Stage presence

a. Was the presenter dressed appropriately? Yes ______ No ______

Comments: ____

____

b. Did the presenter exhibit good poise and body posture?

Yes ______ No ______

Comments: ____

____

c. Was the presenter at ease before the audience? Yes ______ No ______

Comments: ____

____

ASSIGNMENT SHEET #9

d. Was the talk interesting, understandable, convincing, pleasing? Did it hold the audience's attention?

Comments? ____

____

I. What were the strengths of the talk? ______________________

____

____

____

____

____

J. What were the weaknesses of the talk? ____________________

____

____

____

____

____

K. Rate the illustrated talk.

Excellent ______ Good ______ Fair ______ Poor ______

L. In what ways could the talk have been improved? ______________

____

____

____

____

____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #10 — EVALUATE ANOTHER STUDENT'S SPEECH

NAME ______________________________ SCORE ______________

In Section XIV of the information sheet, you studied the factors to consider when listening to and evaluating a speech. The items listed in the information sheet were based on the score sheet used by the judges at public speaking contests. In this assignment sheet, you will use the official speech-rating sheet to evaluate another student's speech. But, remember, evaluating someone else will also assist you in evaluating your own speeches.

Read Part I of the assignment sheet below. Evaluate another student's speech by filling in the score sheet and by following the directions in Part I. Have your instructor evaluate your completed assignment sheet.

Part I: Speech identification data

A. Record the speaker's name on the blank line below.

____

B. Record the title of the speech on the blank line below.

____

C. List the main point(s) the speaker made in the introduction to the speech.

____

____

____

D. List the main point(s) the speaker made in the body of the speech.

____

____

____

____

E. List the main point(s) the speaker made in the conclusion of the speech.

____

____

____

ASSIGNMENT SHEET #10

F. Briefly state the topic of the speech on the lines below.

G. Briefly discuss the speaker's voice quality. (Was the speaker's voice forceful enough? Was his or her pitch pleasing? Did he or she articulate clearly and pronunciate correctly?)

H. Discuss the speaker's stage presence and personal appearance. (Was the speaker confident, poised, and at ease before the audience?)

I. Briefly discuss the speaker's power of expression. (How fluent was the speaker? Did the speaker convey the thought and meaning intended? Did the speaker seem sincere?)

J. Briefly discuss the speaker's ability to answer questions on the speech.

K. Discuss the general effect of the speech upon the audience.

GIVING PRESENTATIONS
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8 — Evaluated to the satisfaction of the instructor

Assignment Sheet #9 — Evaluated to the satisfaction of the instructor

Assignment Sheet #10 — Evaluated to the satisfaction of the instructor

GIVING PRESENTATIONS
UNIT V

TEST

NAME ____ SCORE ________________

1. Match to their correct definitions terms associated with writing and evaluating speeches. Write the correct numbers in the blanks.

______a. Easy, self-possessed assurance of manner

______b. The communication or expression of thoughts in spoken words

______c. Position assumed for a specific purpose

______d. Facial expression or body motion used to emphasize an idea

______e. Statement in which another person's words are cited exactly

______f. Two-way process of speaking and listening

______g. To talk distinctly

______h. To pronounce words correctly

______i. Data in the form of facts and figures

______j. Quality of being effortlessly smooth and rapid; polished

______k. Monthly publication that identifies current magazine articles

______l. Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

______m. Logical organization of ideas that forms the framework of any story, essay, or other form of information

1. Speech
2. Communication
3. *Reader's Guide to Periodical Literature*
4. Quotation
5. Statistics
6. Gesture
7. Articulate
8. Pronunciate
9. Attitude
10. Fluency
11. Poise
11. Context
11. Outline

TEST

2. Match the phases of communication to their correct definitions. Write the correct numbers in the blanks.

______a. Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

______b. Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

1. Speaking
2. Listening

3. Match types of group presentations to their correct descriptions. Write the correct numbers in the blanks.

______a. Presentation covering the facts of a speech, report, or written document

______b. Presentation in which three or more individuals discuss a topic from different points of view

______c. Presentation illustrating the step-by-step procedure for performing a task or assignment

______d. Presentation using visual aids and objects to assist in making a point

______e. Formal presentation following a logical sequence

1. Demonstration
2. Prepared speech
3. Oral report
4. Illustrated talk
5. Panel discussion

4. Select form the following list general purposes of a group presentation. Write an "X" in the blank before each correct answer.

______a. To entertain

______b. To influence

______c. To procrastinate

______d. To judge

______e. To evaluate

______f. To inform

5. Select from the following list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

______a. Choose an idea that is interesting to the audience

______b. Speak quietly, but quickly, to finish on time

TEST

______c. Explain any new ideas or terms related to the subject (topic)

______d. Phrase speech clearly for your audience

______e. Use technical terms

______f. Speak in a flat voice to be clearly understood

______g. Make presentation clear to yourself

______h. Choose information that is at least one year old

______i. Practice giving your speech

______j. Choose an idea that is striking, different, or unusual

6. Arrange in order steps to follow in writing a speech. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

______a. Record key information

______b. Develop an outline

______c. Research available references

______d. Select a familiar subject

______e. Type or print the final copy

______f. Revise rough draft

______g. Write a rough draft

7. Select from the following list guidelines to follow when gathering information for a speech. Write an "X" in the blank before each correct answer.

______a. Use *Reader's Guide to Periodical Literature* to locate magazine articles

______b. Check personal books

______c. Check school and public libraries

______d. Check newspapers

______e. Review back issues of trade and business magazines

______f. Contact appropriate federal, state, or county government agencies

______g. Write to associations

TEST

______h. Interview a resource person

______i. Check educational facilities and their publications

8. State rules for using quotations and statistics in a speech.

a. ______________________________

b. ______________________________

c. ______________________________

9. Discuss reasons for using outlines.

____

____

____

10. Match principal parts of an outline to their correct definitions. Write the correct numbers in the blanks.

______a. End of speech; reviews or summarizes main points of speech, or asks for action

______b. Central theme of speech; carries main ideas

______c. Beginning of speech; should attract and motivate audience

1. Introduction
2. Body
3. Conclusion

11. Define types of outlines.

a. Topical — ______________________________

____

b. Sentence — ______________________________

____

12. State ways to develop proper delivery.

a. ______________________________

b. ______________________________

c. ______________________________

TEST

13. Select from the following list ways to develop and add meaning to the delivery of a speech. Write an "X" in the blank before each correct answer.

_____a. Maintain eye contact

_____b. Dress properly

_____c. Gesture

_____d. Maintain good posture

_____e. Move around

_____f. Use technical terms

_____g. Use voice control

14. State reasons for using gestures when giving a speech.

a. ______________________________

b. ______________________________

c. ______________________________

15. State four ways to make a good impression when delivering a speech.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

16. List factors to consider when listening to and evaluating a speech.

Content of speech (List two)

a. ______________________________

b. ______________________________

Composition of speech (List three)

a. ______________________________

b. ______________________________

TEST

c. ______________________________

Speaker's voice quality (List two)

a. ______________________________

b. ______________________________

Speaker's stage presence (List two)

a. ______________________________

b. ______________________________

Speaker's personal appearance (List one) — ______________________________

____

Speaker's power of expression (List three)

a. ______________________________

b. ______________________________

c. ______________________________

Speaker's response to questions (List one) — ______________________________

____

General effect of speech (List one) — ______________________________

____

17. List ten organizations to consider in giving a presentation.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

TEST

h. ______________________________

i. ______________________________

j. ______________________________

18. List the steps for presenting welcome addresses.

    a. ______________________________

    b. ______________________________

    c. ______________________________

19. List the steps for presenting awards.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

    f. ______________________________

    g. ______________________________

    h. ______________________________

20. List the steps for presenting awards

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

PREPARING PRESENTATIONS
UNIT V

ANSWERS TO TEST

1. a. 11
   b. 1
   c. 9
   d. 6
   e. 4
   f. 2
   g. 7
   h. 8
   i. 5
   j. 10
   k. 3
   l. 12
   M. 13

2. a. 1
   b. 2

3. a. 3
   b. 5
   c. 1
   d. 4
   e. 2

4. a, b, f

5. a, c, d, g, i, j

6. a. 3
   b. 4
   c. 2
   d. 1
   e. 7
   f. 6
   g. 5

7. a, b, c, d, e, f, g, h, i

8. a. Use only when needed to make a point
   b. Make sure the source and date of information are accurate
   c. Keep the true meaning of the quotations and statistics

9. Discussion should include the following

   a. To help you recognize the speech's strengths and weaknesses
   b. To help you in organizing and developing your ideas
   c. To help you save time when writing the speech

ANSWERS TO TEST

10. a. 3
    b. 2
    c. 1

11. a. Outline style using key words or phrases to express the order of the thoughts to be presented in a speech
    b. Outline style using complete sentences to express the order of the thoughts to be presented in a speech
12. a. Practice speech in front of mirror
    b. Use tape or video recorder for evaluating delivery
    c. Practice giving speech in front of another person

13. a, c, d, e, g

14. a. To emphasize specific thoughts
    b. To convey attitudes or moods
    c. To express thoughts and feelings

15. Answer should include any four of the following

    a. Be neatly groomed
    b. Be prepared
    c. Let all important actions and gestures be seen clearly
    d. Be enthusiastic and confident
    e. Recognize that some fear is normal; do not get too upset
    f. Speak clearly and in a pleasant tone of voice

16. **Content of speech** (Answer should include any two of the following.)

    a. Important and appropriate subject
    b. Suitable materials
    c. Accurate statements included
    d. Evidence of purpose

    Composition of speech (Answer should include any three of the following.)

    a. Clear organization of content
    b. Appropriate language
    c. Unity of thought
    d. Proper sentence structure
    e. Logical development
    f. Accomplishment of purpose

ANSWERS TO TEST

Speaker's voice quality (Answer should include any two of the following.)

a. Proper pitch
b. Proper articulation
c. Proper force
d. Proper pronunciation

Speaker's stage presence (Answer should include any two of the following.)

a. Appropriate attitude
b. Good poise and body posture
c. Ease before audience
d. Appropriate personality

Speaker's personal appearance (Answer should include one of the following.)

a. Neat appearance
b. Appropriate dress

Speaker's power of expression (Answer should include any three of the following.)

a. Fluent
b. Direct
c. Proper emphasis
d. Good communicative ability
e. Sincere
f. Good conveyance of thought and meaning

Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

17. Any of the following

Optimist Club
Lions Club
Kiwanis Club
Chamber of Commerce
Jaycees
Licensed Practical Nurses Association
Sales and Marketing Executive
Vocational Associations
League of Women Voters
State Education Association

ANSWERS TO TEST

Rotary Club
Toastmasters
Secondary School Principals
State Board of Education
Local School Board
Chief School Officers
Parent Teacher Association
American Legion
Century Club
Veterans of Foreign Wars
Labor Unions (AFL-CIO, etc.)
Medical Society
Other Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)
Better Business Bureau
Agency to Reduce Crime
Women's Club
Masonic Lodge
Knights of Columbus
Retail Merchants Association
Public School Assemblies
City Council Meetings
House of Representatives and/or Senate
Local Business or Industry Board Meetings

18. a. Always stay calm
    b. State the purpose of meeting
    c. Give your appreciation to the audience's attendance

19. a. Always stay calm
    b. Give brief background information about speaker
       EXAMPLES: High school, organizations, family, hobbies, education, occupation. etc.
    c. State the presentation's title (if possible)
    d. State speaker's name last
    e. Keep introduction under 1½ minutes
    f. Lead applause
    g. Remain at podium until the speaker arrives at podium
    h. Go around the speaker to your seat, not in front of speaker

20. a. Explain the award's importance
    b. Introduce the recipient while discussing the recipient's accomplishments
    c. Shake the recipient's *right* hand while handing the award with your left.
       (NOTE: this procedure requires your hands to cross, therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)
    d. Encourage the recipient to face the audience
    e. Lead applause